BULLETIN OF

# WELLESLEY COLLEGE

CATALOGUE NUMBER 1957-1958

WELLESLEY · MASSACHUSETTS

CATALOGUE NUMBER

# BULLETIN OF WELLESLEY COLLEGE

OCTOBER 30, 1957

Bulletins published six times a year by Wellesley College, Wellesley, Massachusetts. January, one; April, one; October, two; November, two. Second-Class mail privileges authorized at Boston, Massachusetts, under the act of July 16, 1894. Additional entry at Menasha, Wisconsin.

Volume 47 Number 2

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## VISITORS

Visitors to the College are welcome and student guides are available. All administrative offices are open Monday through Friday from 8:30 A.M. to 5:00 P.M. when college is in session; otherwise to 4:30 P.M.

The Board of Admission office in Green Hall is open on Saturday mornings only when appointments have been arranged in advance. Visitors to this office are advised to write in advance for an appointment and are requested to plan their visits for times other than the month of April, when the Board meets to select the entering class.

## CORRESPONDENCE

The post office address is Wellesley College, Wellesley 81, Massachusetts. Inquiries concerning the following topics should be sent to:

THE PRESIDENT
General interests of the College

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Academic policies and regulations

THE VICE PRESIDENT AND DIRECTOR OF ADMISSION
Admission of undergraduate students

THE DEAN OF STUDENTS; CLASS DEANS
Individual students

THE DIRECTOR OF RESIDENCE
Residence halls and social regulations

THE RECORDER
Applications for readmission; requests for transcripts of records

THE SECRETARY TO THE COMMITTEE ON SCHOLARSHIPS
Scholarships

THE DIRECTOR OF THE PLACEMENT OFFICE
Alumnae and undergraduate employment

THE INFORMATION BUREAU
Requests for Catalogues

THE CHAIRMAN OF THE COMMITTEE ON GRADUATE INSTRUCTION
Admission of graduate students

THE ASSISTANT TREASURER
Payment of college bills

THE EXECUTIVE SECRETARY OF THE ALUMNAE ASSOCIATION
Alumnae affairs

# CALENDAR

## Academic Year 1957-58

### *First Semester*

Registration of new students, 9 A.M. to 10:30 P.M.
Monday, September 23

Registration closes for all other students, 11:00 P.M.
Wednesday, September 25

Classes begin ..... Friday, September 27

Thanksgiving recess
- after classes ..... Wednesday, November 27
- to 1:00 A.M. ..... Monday, December 2

Christmas recess
- after classes ..... Wednesday, December 18
- to 1:00 A.M. ..... Monday, January 6

Examinations
- from ..... Tuesday, January 28
- through ..... Thursday, February 6

### *Second Semester*

Classes begin ..... Monday, February 10

Spring recess
- after classes ..... Saturday, March 29
- to 1:00 A.M. ..... Wednesday, April 9

Examinations
- from ..... Tuesday, May 27
- through ..... Thursday, June 5

Commencement ..... Monday, June 9

## Academic Year 1958-59

### *First Semester*

Registration of new students, 9 A.M. to 10:30 P.M.
Monday, September 22

Registration closes for all other students, 11:00 P.M.
Wednesday, September 24

Classes begin ..... Friday, September 26

Thanksgiving recess
- after classes ..... Wednesday, November 26
- to 1:00 A.M. ..... Monday, December 1

Christmas recess
- after classes ..... Thursday, December 18
- to 1:00 A.M. ..... Tuesday, January 6

Examinations
- from ..... Tuesday, January 27
- through ..... Thursday, February 5

### *Second Semester*

Classes begin ..... Monday, February 9

Spring recess
- after classes ..... Saturday, March 21
- to 1:00 A.M. ..... Wednesday, April 1

Examinations
- from ..... Tuesday, May 26
- through ..... Thursday, June 4

Commencement ..... Monday, June 8

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[1] Absent on leave.

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[1] Absent on leave.
[2] Absent on leave for the first semester.

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[2] Absent on leave for the first semester.

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DABNEY WITHERS CALDWELL, B.A., Bowdoin College; M.A., Brown University — *Instructor in Geology*

CARY CLASZ, B.F.A., Carnegie Institute of Technology; M.F.A., Yale University — *Instructor in Speech; Technical Director of the Theatre*

MARTHA ALDEN CRAIG, B.A., Oberlin College; M.A., Yale University — *Instructor in English*

ANNE ELIZABETH DAVIDSON, B.A., Vassar College; M.A., Ph.D., Columbia University — *Instructor in English*

ELIZABETH DAVIDSON, B.A,. Wellesley College — *Instructor in Music*

ELEANOR MIRIAM DAVIS, B.Mus., M.Mus., New England Conservatory of Music — *Instructor in Voice*

IDA BLANCHE DE PUY, B.A., Wellesley College; M.Litt., University of Pittsburgh — *Instructor in Spanish*

MARGARET TORBERT DUESENBERRY, B.A., Wellesley College; M.A., Radcliffe College — *Instructor in Violin; Director of the Orchestra*

MARILYN FRASER, B.Arch., Massachusetts Institute of Technology — *Instructor in Art*

ARNOLD GEISSBUHLER[4] — *Instructor in Art*

DANTE LEE GERMINO, B.A., Duke University; M.A., Ph.D., Harvard University — *Instructor in Political Science*

KLAUS GOETZE — *Instructor in Piano*

MARTHA JULIA GOTH, Ph.D., University of Basel — *Instructor in German*

BARBARA BUCKSTEIN GREEN, B.A., Wellesley College; M.A. Radcliffe College — *Instructor in Political Science*

[4] Appointed for the first semester only.

Martin Burgess Green, B.A., M.A., Cambridge University; Ph.D., University of Michigan *Instructor in English*

Charles Arthur Mann Hall, B.S., Northwestern University; B.D., McCormick Theological Seminary *Instructor in Biblical History*

Alice Evangeline Johnson, B.A., M.A., Boston University; Ph.D., University of Wisconsin *Instructor in English*

Kenneth Mark Kauffman, B.A., University of California; M.A., Harvard University *Instructor in Economics*

Lydia Solimene Kavanagh, B.A., M.A., Wellesley College *Instructor in Italian*

Leander Earl Keck, B.A., Linfield College; B.D., Andover Newton Theological School; Ph.D., Yale University *Instructor in Biblical History*

Mary Jane Latsis, B.A., Wellesley College; M.P.A., Harvard University *Instructor in Economics*

Osmonde Solange Limousin, Lic. d'Enseignement, Dipl. E.S., University of Paris *Instructor in French*

Florence Patricia Liston, B.S., M.S., Lowell Technological Institute; M.Ed., Harvard University *Instructor in Chemistry*

Gloria Shaw Livermore, B.A., M.A., Radcliffe College; B.A., M.A., Oxford University *Instructor in Greek; Foreign Student Adviser*

Herberta Marie Lundegren, B.S., Bouvé-Boston School, Tufts College; M.Ed., Woman's College, University of North Carolina *Instructor in Physical Education*

Shirley Marie Mans, B.S., University of Minnesota *Instructor in Physical Education*

Leonard Mendes Marsak, B.S., M.A., Ph.D., Cornell University *Instructor in History*

Rosemary McLemore, B.A., Duke University *Instructor in Physical Education*

Donald Mintz, B.A., Cornell University; M.F.A., Princeton University *Instructor in Music*

Edith Moss, B.S., Jackson College; M.A., University of Maryland *Instructor in Mathematics*

Perry Alice Organ, B.A., Wellesley College; M.A., Radcliffe College *Instructor in English*

Nancy Helene Palmer, B.A., Vassar College; M.A., University of Miami *Instructor in Spanish*

James Pappoutsakis *Instructor in Flute*

Gretchen Paulus, B.A., Radcliffe College; M.A., University of Toronto *Instructor in English*

Marie-Antoinette Pennès, Lic. d'Anglais, University of Paris; Dipl. E.S., University of Lille; Agrégée d'Anglais, University of Paris *Instructor in French*

Julia Gray Phelps, B.A., M.A., Ph.D., Radcliffe College *Instructor in Art*

Marilyn Purnell, Mus.B., MacMurray College for Women; M.A., Mills College *Instructor in Music*

Merton Lawrence Reichler, B.A., M.A., Columbia University *Instructor in Political Science*

Richard Harrison Robbins, B.A., Brooklyn College; M.A., Washington State College *Instructor in Sociology*

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ANNE-MARIE SALGAT, B.A., University of Illinois; B.D., McCormick Theological Seminary — *Instructor in Biblical History*

JOAN CROWELL SIEGFRIED, B.F.A., Carnegie Institute of Technology; M.A., New York University — *Instructor in Art*

MELVILLE SMITH, B.A., Harvard University — *Instructor in Organ*

HILDA WEYL SOKOL,[4] B.A., Hunter College; M.A., Ph.D., Radcliffe College — *Instructor in Zoology*

INGRID HESS STADLER, B.A., Vassar College; M.A., Radcliffe College — *Instructor in Philosophy*

SUZANNE STOKES, B.A., University of Colorado; M.A., Mount Holyoke College — *Instructor in Chemistry*

GWENDOLYN MAE STOSE, B.A., M.S., Wellesley College — *Instructor in Physical Education*

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FRANK COCHRAN TAYLOR II, B.A., Yale University — *Instructor in Organ*

KATHRYN LEE CONWAY TURNER, B.A., Goucher College; M.A., University of Wisconsin — *Instructor in History*

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WILLIAM BRAASCH WATSON,[4] B.A., Haverford College; M.A., Harvard University — *Instructor in History*

LUCILE CRAVEN WESTON, B.A., Wheaton College; B.S., Tufts College; Ph.D., Radcliffe College — *Instructor in Botany*

ALFRED ZIGHERA — *Instructor in Cello*

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SYLVIA LEAH BERKMAN,[5] B.A., Brown University; M.A., Ph.D., Radcliffe College — *Lecturer in English*

L. HAROLD DEWOLF, B.A., Nebraska Wesleyan University; S.T.B., Ph.D., Boston University — *Visiting Lecturer in Biblical History*

ESTHER PASTENE EDWARDS,[5] B.A., Wellesley College; M.A., Boston University — *Lecturer in Education*

VIRGINIA MAYO FISKE, B.A., M.A., Mount Holyoke College; Ph.D., Radcliffe College — *Lecturer in Zoology*

CATHERINE SEARS HAMILTON, B.A., Wellesley College; M.A., Ph.D., Yale University — *Lecturer in Philosophy*

WILLIAM A. HERRMANN, JR., B.A., M.A., Columbia University — *Lecturer in Music; Director of the Choir*

MARGARET ELLIOTT HOUCK, B.S., Knox College; M.S., University of Hawaii — *Curator of the Museum and Lecturer in Zoology*

[4] Appointed for the first semester only.
[5] Appointed for the second semester only.

MARGUERITE MAY IKNAYAN, B.A., M.A., University of Chicago; Ph.D., Columbia University — *Lecturer in French*

ANNE CUTTING JONES, B.A., Grinnell College; M.A., Ph.D., Bryn Mawr College — *Lecturer in French*

FLORENCE SHIRLEY JONES, B.A., M.A., University of Toronto; Ph.D., Radcliffe College — *Lecturer in Astronomy*

LOUISE CATHERINE HEUSER KELLER, B.A., Radcliffe College; Ed.M., Boston University — *Lecturer in Education; Director of the Page Memorial School*

ROBERT TRAILL SPENCE LOWELL,[5] B.A., Kenyon College — *Lecturer in English*

JEANETTE MCPHERRIN, B.A., Scripps College; M.A., Claremont College — *Lecturer in French; Dean of Freshmen*

BERNARD POLI, Lic. d'Anglais, University of Paris; M.A., Yale University; Dipl. E.S., University of Algiers; Agrégé d'Anglais, University of Paris — *Lecturer in French*

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[5] Appointed for the second semester only.

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*Librarian in Charge of Technical Services*
IOLA CORLISS SCHEUFELE *Administrative Assistant, Acquisitions Department*
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EDNA RUTH BREITWIESER, M.D. *Associate Physician*
BENSON R. SNYDER, M.D. *Consulting Psychiatrist*
MALKAH TOLPIN, M.D. *Associate Consulting Psychiatrist*
GRACE EVELYN WILDER, M.D. *Assistant Resident Physician*

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LOUISE REYNOLDS BRADNER, B.A. *Head of Severance Hall*
RUTH ELIZABETH CAMPBELL, B.A. *Head of Beebe Hall*
MILDRED CONRAD COMEGYS, B.A. *Head of Tower Court*
MARGUERITE HACKNEY DEAN, B.A. *Head of Dower House*
MARGARET HOWE DRAKE, B.A. *Head of Stone Hall*
MARGARET BIGELOW ELDRED *Head of Olive Davis Hall*
MADELYN WORTH GAMWELL, B.A. *Head of Claflin Hall*
RUTH CULLENS MARTIN, B.A. *Head of Navy House*
HELEN FARR ROBERTSON, B.A. *Head of Munger Hall*
EUDORA SMITH SALE *Head of Bates Hall*
DORIS WETHERBEE SCOTT *Head of Freeman Hall*
MARGARET TUCKER THURSTON *Head of Shafer Hall*
GERTRUDE CRAMTON TOWER, B.A. *Head of Homestead House*
ERICA WILLRICH VON DEN STEINEN, B.A. *Head of Pomeroy Hall*
BARBARA LOCKE *Manager of Horton, Hallowell, Shepard Houses, and Cedar Lodge*

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*Secretary to the Foreign Student Adviser; Chapel Assistant*
MARION COLE, B.A. *Assistant Director of Publicity*
DORIS ELSIE DRESCHER, B.S. *Assistant to the Director of Residence*
VIRGINIA PHILLIPS EDDY, B.A. *Secretary to the President*
DORIS KIRKHAM GRANT *Assistant, Office of Admission*
MARION KENNISTON GRANT *Secretary, Committee on Scholarships*
CAROL JENSEN HAJE, M.A. *Placement Counselor*
DOROTHY JANDA HENDRICKSON, B.A. *Secretary, Office of the Deans*

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| Rosemary Dodge Hutcheson, B.A. | *Assistant, Office of Admission* |
| Marion Johnson, B.A. | *Secretary to the Deans* |
| Alice Stetson Kelley, B.A. | *Assistant to the Recorder* |
| Alta Densmore Kempton, Mus.B. | *Placement Counselor* |
| Ruth Brank Kneisel, B.A. | *Secretary, Office of the Deans* |
| Harriet V. Sullivan, Ph.D. | *Assistant, Office of Admission* |
| Barbara Maynard Twombly, B.A. | *Manager, Information Bureau* |
| Rhoda Ziegler, B.A. | *Manager, Duplicating Office* |

## SECRETARIES AND CUSTODIANS OF DEPARTMENTS

| | |
|---|---|
| Lois Imbescheid Aiken | *Secretary, Department of Economics* |
| M. Eva Armstrong, B.A. | *Secretary and Custodian, Department of Music* |
| Mariel T. Cammann, B.A. | *Secretary, Department of Biblical History* |
| Ann Heath Cram | *Secretary, Department of English* |
| Dorothea O. Crooker | *Secretary, Department of Physics* |
| Alice L. Daniels | *Secretary, Department of Psychology* |
| Vivien Kingsford Dowst | *Secretary, Infirmary* |
| Elizabeth Staples Dyer, B.A. | *Secretary, Department of Sociology and Anthropology* |
| Frances K. Folsom | *Custodian, Departments of Botany and Zoology* |
| Grace Butler Gelpke, B.S. | *Secretary, Departments of Botany and Zoology* |
| Emily May Hopkins, M.A. | *Secretary and Custodian, Department of Chemistry* |
| Marion Dorothy Jaques, B.A. | *Registrar, Department of Physical Education* |
| Alice Churchill Moore | *Secretary, Department of Art* |
| Katharine Cutting Sears, B.A. | *Secretary, Department of History* |
| Jacquelyn A. Stanton | *Secretary, Page Memorial School* |
| Margaret Marsh Steele, B.A. | *Secretary and Custodian, Departments of Geology and Geography* |
| Karen Martin Story, B.A. | *Custodian of the Art Library and of Slides and Photographs* |
| Mildred L. Thornton | *Secretary, Department of French* |
| Marion Wing, M.A. | *Secretary, Department of Political Science* |

# THE COLLEGE

Wellesley College is a liberal arts college for women situated in the township of Wellesley twelve miles west of Boston. The four hundred acre campus was once the country estate of Henry Fowle Durant, a wealthy Boston lawyer. In the 1860's Mr. Durant and his wife, moved by religious convictions, decided to establish a residential college that would "offer to young women opportunities for education equivalent to those usually provided in colleges for young men." It was Mr. Durant's hope that in this college young women could prepare themselves "for great conflicts, for vast reforms in social life, for noblest usefulness." The decision was followed by years of preparation until the College received a charter in 1870 and in 1875 was opened to three hundred and fourteen students.

The resources and size of the College grew steadily. The single building with which Wellesley started, College Hall, housed all students and faculty and contained the library, chapel, classrooms, and laboratories. As the number of students increased, other buildings were added, but College Hall remained the center of community life until it was destroyed by a great fire in 1914. Gradually Wellesley was rebuilt; in place of one enormous structure housing many activities, buildings for special uses were erected on the various hills on the campus.

Today more than forty buildings provide facilities for the intellectual and community life of the College. Fourteen of them are residence halls for undergraduate students. Most of the halls are large, with the result that the student, who finds that academic instruction is usually given in small groups, in the course of her residence forms a wide acquaintance with people who come from many different regions.

Wellesley believes that the study of the liberal arts develops perspective and intellectual strength for the endeavors of a lifetime. It seeks to give to the student broad knowledge of her cultural heritage and to develop her competence in and respect for disciplined, honest thinking. These purposes of the College have remained constant since its founding, while the particulars of its programs are frequently revised under the influences of the changing contemporary world.

The faculty is composed of approximately 170 men and women, trained in many different universities here and abroad and chosen to maintain Wellesley's tradition of good teaching and sound scholarship. The student body includes approximately 1,700 young women who bring to the community the cultural, economic, and regional diversity of the United States, and also representation of many foreign countries. Because of the size and composition of the College the student meets a wide range of view-

points and fields of special interest; yet she finds that the policies of the modern Wellesley permit education to be an individual process as it was when the College began.

Most classes are small enough to make possible the exchange of ideas between student and teacher and to enable the faculty to know and plan for the needs of each individual. The student is not provided with a required "core" curriculum but in the freshman and sophomore years is asked to elect from many available courses work in the humanities, the social sciences, and the sciences. In this way she builds at once on her own earlier education and her present interests while developing with her fellows a basic community of understanding of the liberal arts.

As soon as she wishes and at the latest by the end of the sophomore year, she selects a major. Within her major department she continues to develop her particular interests by choosing her special work from its offering of advanced courses, seminars, and guided independent study, while limitation of the amount of specialization safeguards the broadly liberal purpose of the four-year undergraduate curriculum.

The student is expected to take the initiative in planning her program and in meeting her academic and residential obligations. At various times before reaching decisions she may need counsel or may wish to talk freely with an older person about her academic or personal life. At such times she can turn easily to her class dean who keeps in touch with her academic progress and her personal welfare, or to her instructors, including the ordained ministers who are teaching members of the faculty, to the resident head of her house, or to the college physicians and psychiatrists. After she selects a major, she may also find helpful the chairman or her adviser in the major department. If she has financial difficulties, she may turn to her dean, to the secretary to the Committee on Scholarships, or to the Students' Aid Society. If she wishes paid work during the academic year or in vacations, or if as a graduating senior or an alumna she wishes employment, the director of the Placement Office is prepared to help her. Because maturing independence is respected, advice is not thrust upon the student, but it is readily available from experts in various areas and from intelligent adults interested in each individual.

The learning situation created by student and teacher is strengthened by the quality of the physical facilities available for their use. At Wellesley the student of the biological or physical sciences finds laboratories unusually well equipped for undergraduate work and having in addition equipment for the work of graduate students and professors, whose research activities she may be invited to share. The student of art finds in the permanent collections on the campus a representative selection of monuments and extensive collections of slides and photographs, as well as rotating loan exhibits. The student of music finds listening rooms where

she has access to large libraries of records and practice rooms equipped with grand pianos. The student of language has records and recording machines available for her use, and for interested students of French or Spanish special residential corridors are maintained. Any student interested in the young child may observe and work with boys and girls in the college laboratory school for three, four, and five year olds.

Every student benefits from library collections which are unusual in size and quality for an undergraduate college. The working library contains approximately 300,000 volumes carefully selected to meet the needs of the faculty as well as the students. Subscriptions to more than 1,000 American and foreign periodicals and the deposit of certain Government publications important to the student of the social sciences add to its usefulness. Special collections, containing rare items as well as important collateral works, offer opportunities for research to the undergraduate student and the advanced scholar. The College is fortunate in having distinguished collections in English poetry, Italian literature, Medieval European literature, and on the Far East. Except for the rare volumes in these and other special collections, books are kept on open shelves to which the student has immediate access.

A broad program of extracurricular activities, made possible by the size and residential character of the College, supplements the liberal arts curriculum. From them the student chooses those which will contribute most to her enjoyment and growth. She may attend lectures by distinguished scholars, readings by poets, concerts given by famous artists, and art, book, and scientific exhibits. Through participation in various organizations she may test and develop interests in such areas as music, theatre, athletics, journalism, social service, political and civic activity. Whatever her special interest, she finds opportunity to associate informally and to work cooperatively with others.

Some of the student groups, such as choir and theatre, have professional direction; most are organized and conducted entirely by students. Two of them, the Chapel Organization and the College Government Association, are sponsored jointly by students and faculty. The Chapel Organization arranges daily services led by members of the community and Sunday services led by well-known ministers, at all of which attendance is voluntary. It also coordinates denominational and interfaith activities, although the College itself continues to be a Christian, non-denominational institution. The College Government Association, to which all students belong, has executive, legislative, and judicial branches with elected student and faculty representatives, in each of which student representatives form the majority. This Association supports the methods and spirit of responsible democracy; it charters all extracurricular organizations, establishes committees such as the Student Education Committee, and determines social and residential regulations.

The student may also participate in the activities of the larger community of which Wellesley is a part. The nearness of Boston and Cambridge makes the resources of these two cities readily accessible for recreation, for field work in the social sciences, and for cultural enrichment. For example, the department of Music brings to the College members of the Boston Symphony Orchestra and other musicians from Boston to give instruction in vocal and instrumental music, while many departments recommend to students afternoon or evening trips to the neighboring cities for various special events.

The present college is in marked contrast to the small faculty and student body, the one building, the collection of eight thousand books, and the restricted social life with which Wellesley started. Yet the serene beauty of the campus remains unchanged, and the student now as always finds opportunity to develop her standards of ethics and taste, of personal and civic responsibility, and her intellectual and creative gifts.

## PRESIDENTS

Ada Howard (1875-1881)
Alice Freeman (1881-1887)
Helen Shafer (1887-1894)
Julia Irvine (1894-1899)
Caroline Hazard (1899-1910)
Ellen Fitz Pendleton (1911-1936)
Mildred McAfee Horton (1936-1949)
Margaret Clapp (1949- )

# THE CURRICULUM

The curriculum is designed to enable each student to achieve a sound liberal education. To provide the opportunity to gain breadth of knowledge and understanding, each student is asked to select a number of courses distributed among several representative fields of knowledge: the humanities, the social sciences, and the natural sciences. In this part of her work she will become acquainted with ways of thinking and with significant content in several disciplines. To provide a means to achieve depth in learning, each student is asked to choose a field of concentration consisting of a major and allied subjects. In this work she should acquire solid knowledge of one field and an understanding of its particular contribution to our civilization; also, she should develop the competence which comes from continued training and advanced study in her chosen field.

There is scope within the curriculum for each student to meet the specific requirements for the degree and, in addition, to choose a considerable number of courses without any restriction as to subject. Indeed, the purpose of the curriculum is to provide the framework within which the student, assisted by her academic advisers, constructs a program of study suited to her individual interests.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Each candidate for the degree of Bachelor of Arts is required to complete 114 semester hours* of academic work. The normal period of time in which to earn the degree is four years and a normal program of study consists of five courses (15 hours) in each semester of the first three years, and four courses (12 hours) in each semester of the senior year.

### Required Courses

English 100 (freshman year) 6 hours
Biblical History 104 (sophomore year) 6 hours**
Physical Education, two periods a week in the freshman and sophomore years (no academic credit)

### Distribution of Studies

Twelve hours (two year courses or their equivalent in semester courses) are to be elected as indicated from each of the three groups of subjects listed below. Of the 36 hours required for distribution, at least 24 hours are to be taken in the freshman and sophomore years. It is permitted, and

* All references in this catalogue are to semester hours, one hour representing one class appointment a week for a semester, or its equivalent.

** Students who are able to read Greek may substitute Biblical History 210 (2), The First Three Gospels in Greek, for the second semester of the required course.

in many cases it may be desirable, to postpone until junior and senior years 12 hours, not more than 6 hours in each of two groups. Because in some departments certain courses do not count for distribution, in electing courses to meet this requirement students should consult the "Directions for Election" of each department.

Group I. Literature, Foreign Languages, Art and Music.

> Departments of English, French, German, Greek, Italian, Latin, Russian, Spanish, Art, Music.

Twelve hours are to be elected in Group I, 6 in one department and 6 in one or two other departments. Of the 12 hours in this group, at least 6 hours must be in literature, English or foreign: courses in English literature,* courses in Greek, Latin or Russian literature in translation, courses in a foreign language in which the main emphasis is on literature.

Group II. Social Science, History and Philosophy.

> Departments of Economics, Political Science, Sociology and Anthropology, History, Philosophy.

Twelve hours are to be elected in Group II: 6 hours in economics, or political science, or sociology and anthropology; 6 hours in history or philosophy.

Group III. Science.

> Departments of Astronomy, Botany and Bacteriology, Chemistry, Geography, Geology, Mathematics, Physics, Psychology, Zoology and Physiology.

Twelve hours are to be elected in Group III, 6 hours in one department and 6 in one or two other departments.** Of the 12 hours in this group, at least 6 hours must be in a laboratory course in one of the following: astronomy, botany, chemistry, geology, physics, zoology, the interdepartmental courses in biology or in physical science. The remaining 6 hours may be taken in courses either with or without laboratory work.***

Students who have not taken a recent course in biology in school should consider the advisability of electing botany, zoology or Interdepartmental 103. Those who have not taken a recent course in chemistry or physics in school should consider the advisability of electing one of the physical sciences: astronomy, chemistry, geology, physics or Interdepartmental 106.

* English courses with emphasis on writing may not count for distribution.

** If Interdepartmental 103 or 106 is elected, the remaining 6 hours must be taken in departments not included in the interdepartmental course.

*** Interdepartmental 218, History of Science, counts for distribution as a non-laboratory course.

## FIELD OF CONCENTRATION

At least 42 hours are to be elected in one field of concentration. This includes a major of 24 or more hours in one department and 18 to 12 hours in courses related or supplementary to the major but falling in one or more departments other than that in which the major is taken.

Courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Of the 42 hours in the field of concentration, at least 18 hours must be above grade I; at least 12 hours must be grade III; and at least 6 hours of grade III must be taken in the senior year.

Courses taken in fulfillment of the distribution requirement may be counted in the 42 hours in the field of concentration unless otherwise specified by the department.

During the freshman year, with the assistance of the class dean, all students will begin to give thought to the choice of their major subjects and some may reach a final decision. In the second semester of the sophomore year each student, after consultation with the chairman of the appropriate department, elects a major subject and related courses, and prepares for the Recorder a statement of the courses to be included in the field of concentration. If later revisions are necessary, the final plan for the field of concentration, approved by the chairman of the major department, should be presented to the Recorder not later than the spring of junior year.

All departments of the College offer major courses of study except the following: Education, Physical Education, Russian, Speech.

Occasionally a student may wish to plan a field of concentration which is centered upon the study of an area, a period or a subject cutting across the lines of departmental organization. The following are listed as a few examples of numerous possibilities: Asia, Latin America, Russia, the United States; the Middle Ages, the Renaissance; International Relations, Natural Resources. A student who thinks she might be interested in a program of this kind should consult her class dean and the chairmen of the appropriate departments as soon as possible in her college course to plan a coherent sequence of courses.

## FOREIGN LANGUAGE REQUIREMENT

Each candidate for the degree of Bachelor of Arts must show before graduation that she has some proficiency in the use of at least one foreign language, ancient or modern. This requirement may be met by passing one of the language tests of the College Entrance Examination Board at a score of at least 580, or by the completion of a 6 hour course in college at the second year level or higher. The following courses are of the second

year level: French 102, German 102, Greek 201, 202, 205, Italian 201, 204, Latin 103, Russian 200, Spanish 102.

### General Examination

At the end of the senior year each candidate for the degree of Bachelor of Arts must pass a general examination in her major subject, unless as a candidate for honors she is asked to pass special examinations taken in place of the general examination.

The general examination is intended to test the accuracy, extent, and depth of a student's knowledge of one subject (or field); her intellectual initiative and independence in analyzing, organizing, and relating the material of that subject; her knowledge of and ability to apply leading ideas met in that subject.

### Supplementary Directions

Within the 114 hours required for the degree, the student is permitted to elect:

(1) Not more than 42 hours in any one department

(2) Not more than two of the following courses: French 101, German 101, Italian 101, Russian 100, Spanish 101

(3) No studio work in Art without the required amount in the history of art (see department statement)

(4) Not more than 18 hours in Education

(5) Not more than 15 or 18 hours in Speech (see department statement)

The program for the senior year may not include more hours of grade I work than of grade III.

### Standard for Graduation

To be recommended for the degree of Bachelor of Arts a student must complete 114 semester hours of academic work with a credit ratio of at least 1.75, which represents an average grade between C— and C; and she must pass the general examination or an honors examination.

### Residence Requirement

A candidate for the degree of Bachelor of Arts must be in residence at Wellesley College for at least two years, one of which must be the senior year.

### Standard of Written and Spoken English

Students are expected to use good English in their written work in all departments. A student in any class who fails to maintain acceptable standards may be referred to the department of English for remedial work.

Students are also expected to maintain good standards of spoken Eng-

lish. The department of Speech gives speech tests to incoming freshmen. Those who are found in need of corrective work are given an opportunity to undertake it.

### RESEARCH OR INDEPENDENT STUDY

Each department of the College which offers a major course of study provides the opportunity for certain students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of her work normally will be presented in a thesis or in a series of short essays. The conditions for admission to this work in each department are described under the course title, 350, Research or Independent Study.

## HONORS AND ACADEMIC AWARDS

### Honors in the Major Subject

Students who have shown marked excellence and an unusual degree of independence in their work in the major subject may receive the Bachelor of Arts degree with Honors in the Major Subject. Under a program called Special Honors an eligible student may be invited to undertake a piece of independent investigation in which her work will be supervised by a member of the faculty; the successful completion of the independent work and of an honors examination leads to the award of Honors in the Major Subject. Under a plan called General Honors this same award may be made to students who have shown an unusual degree of independence or distinction in courses in the major subject, who have elected a sound program in the field of concentration, who have used summer time constructively for reading or field or laboratory work to supplement college courses, and who have written an excellent general examination.

The intent behind both plans is to single out the most able scholars for this recognition. To be recommended for this award the student, in addition to showing marked excellence in her major subject, must maintain a good general average in all her academic work.

### Academic Awards

Distinction and promise in academic work are recognized by special awards. These awards, unlike financial aid which is described on pages 116-119, are honors open to all students and are awarded without reference to need.

The College confers Freshman Honors on students who maintain high academic standing during the freshman year. It names as Wellesley

College Scholars juniors and seniors who maintain high academic standing after the freshman year. The highest title conferred by the College is that of Durant Scholar, which is reserved for juniors and seniors whose scholastic records after the freshman year are outstanding. Honors in the major subject are described above.

Seniors are elected to membership in the Eta of Massachusetts Chapter of Phi Beta Kappa on the basis of their total academic achievement in college, and seniors who are majoring in the sciences may be elected to associate membership in the Wellesley Chapter of Sigma Xi, national honorary scientific society.

On recommendation of the faculty the trustees award to two graduating seniors the title of Trustee Scholar and to two others the title of Alternate Trustee Scholar. Selection is made on a competitive basis from seniors who intend to pursue graduate studies and who apply for the award. The title is honorary; in cases of financial need stipends are awarded to the Scholars or, if not required by them, to Alternate Scholars who need financial assistance.

Certain prizes have been established at the College for the recognition of merit in a particular field. They carry a small stipend or gift and usually bear the name of the donor or the person honored.

## GENERAL INFORMATION

### Course Examinations

An examination period occurs at the end of each semester. Examinations for the removal of conditions and deficiencies and for advanced standing may be taken during any examination period and at other specified times.

A student who wishes to take an examination upon a course which is not a part of her approved schedule for the year must apply to the Recorder for the requisite card of admission to the examination.

### Exemption Examinations

In many departments exemption examinations are offered for those students who may wish to meet part of the distribution requirement by taking an examination rather than by electing a course. A student is permitted to anticipate in this way no more than 6 of the 12 hours required for distribution in each of the three groups of studies. (See pages 24 and 25.) A student who wishes to apply for an exemption examination to be taken at the beginning of the college year should write to the Recorder before the first of September.

### ADVANCED PLACEMENT

Students are encouraged to enter the most advanced courses for which they are prepared by previous study. For information about advanced placement, either with or without special examinations, see pages 109-10.

### USE OF THE SUMMER VACATION

Students are encouraged to make constructive use of the long summer vacations, supplementing in them the work and activities of the academic year. Several possibilities are recognized, for example, field or laboratory work, vocational experience, and serious and ordered reading. It is expected that all students will undertake some serious reading, and to assist them in planning it a general book list is given to freshmen for use throughout their college years. Also, for sophomores and juniors, major departments prepare more specialized lists in which the suggested reading is designed to enrich the student's knowledge of her major subject.

### THE SUMMER INTERNSHIP IN GOVERNMENT

The College joins with Vassar College in sponsoring a program that enables students from various departments to learn at first hand of the operations of the Federal Government. Students who are accepted for the program spend six weeks in Washington during the summer preceding their senior year. A director arranges assignments in various government bureaus, Congressional offices, and headquarters of the Democratic and Republican National Committees, and meets regularly with the interns during the six weeks.

### THE JUNIOR YEAR ABROAD

Qualified students may apply for admission to the various groups spending the junior year in Europe. Wellesley students may study in Paris under the plan sponsored by Sweet Briar College, or in Munich under the auspices of Wayne University, or in Florence, Geneva, Madrid or Paris with groups organized by Smith College. A student who wishes to join one of these groups must have a good academic record and competence in the language of the country in which she plans to study; in general two years of study of the language at the college level are necessary to provide adequate preparation. In advance of making application, a student must have the approval of the chairman of her major department and of her class dean.

## PREPARATION FOR GRADUATE STUDY

### COLLEGE TEACHING AND RESEARCH

A student who wishes to enter college teaching and research will find that the undergraduate work of the College provides preparation for

graduate study leading to advanced degrees in the arts and sciences. She should consult as early as possible the chairman of her major department, or of the department in which she hopes to pursue graduate study, to learn which courses in her field of special interest and which foreign languages will be most useful to her. It should be noted that for graduate study in many fields a reading knowledge of two specified languages is required. The student will find her class dean, her faculty adviser, the chairmen of departments and the Placement Office helpful in locating information about graduate schools.

### OTHER PROFESSIONS

In her undergraduate work a student may meet the requirements for the degree of Bachelor of Arts and at the same time prepare to enter professional schools, for example, architecture, law, medicine, social service administration, teaching. A sound education in the liberal arts is considered the best preparation for admission to most professional schools but a student who is interested in any one of the professions should consult her class dean to discuss the particular emphasis which she should make in her undergraduate program. She should also consult as soon as possible the catalogue of the graduate school which she has chosen.

### TEACHING IN SCHOOLS

Some teaching positions in public as well as in private schools are open to college graduates without further study, although a year of graduate work is required for teachers in many public school systems. Interesting programs have been developed by various states and universities which are designed particularly to prepare graduates of liberal arts colleges for teaching positions.

Wellesley is one of a group of colleges affiliated with the Harvard Graduate School of Education in a program which affords graduates of the cooperating colleges special opportunities for practice teaching in the summer, for paid teaching internships during the regular school year, and for graduate study at Harvard.

A student who cannot plan for graduate work immediately after college is advised to consider enrolling, during the summer following her junior year, in one of several summer programs which provide courses in methods in conjunction with supervised practice teaching.

A student who intends to teach should consult the chairman of the Education Department about requirements for certification and ways of preparing to meet them.

### MEDICAL SCHOOL

A student who is planning to study medicine is advised to elect two pre-medical sciences in the freshman year. In general, the minimum re-

quirements for admission to recognized medical schools can be met by 16 hours in chemistry (which must include a course in organic chemistry), 8 hours in physics, and 8 hours in zoology.* Since there is some variation in these minimum requirements and since some medical schools have specific requirements for admission, a student should consult the most recent catalogues of the particular medical schools in which she is interested. At present considerable emphasis is being placed by the medical schools on the importance of a liberal education as a preparation for medical studies and it is possible to fulfill the minimum requirements for medical school and to take the general examination in a field not required for entrance. A student, therefore, is advised to major in the field of her greatest interest. Students wishing to prepare for medical school should consult Professor Helen T. Jones, department of Chemistry.

### HOSPITAL AND PUBLIC HEALTH WORK

A student planning to prepare for work in hospital or public health laboratories should begin both chemistry and zoology in the freshman year in order to have the necessary foundation for advanced courses in these subjects and for courses in bacteriology. Students should consult their class deans for advice in planning their programs.

### THE CIVIL SERVICE

A student wishing to qualify for examinations offered by the United States Civil Service Commission or various state and local civil service agencies should consult her major department and the Placement Office about current requirements. For many positions some work in statistics and public administration is desirable; graduate study is a qualification for many of the more important posts.

## GRADUATE FELLOWSHIPS

### FELLOWSHIPS FOR ALUMNAE OF WELLESLEY COLLEGE

Three graduate fellowships providing stipends which range from $1,180-$3,000 are open only to alumnæ of Wellesley College: the Horton-Hallowell Fellowship for a candidate for the Ph.D. degree; the Vida Dutton Scudder Fellowship for a graduate student in the field of social science, political science, or literature; the Fanny Bullock Workman Scholarship for a student who has completed one year of graduate study. One graduate fellowship is awarded preferably to an alumna of the College:

* For purposes of admission to medical schools a course which meets for 3 hours of lecture and 3 hours of laboratory work each week throughout the year may be considered the equivalent of an 8 hour course.

the Moffett Scholarship of at least $1,000, awarded in alternate years in the field of history.

Graduates of the College are eligible to compete for three fellowships of $2,000 which are awarded annually by the American School of Classical Studies in Athens. Qualified graduates are exempt from any charge for tuition at the American School of Classical Studies in Athens or in Rome.

### Fellowships and Assistantships for Alumnae of Any College

Certain assistantships, which provide stipends of $1,500, and fellowships are available for candidates for the degree of Master of Arts at Wellesley College. They are described in *Graduate Study at Wellesley College,* a copy of which may be obtained from the Secretary of the Committee on Graduate Instruction.

Four graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any college including Wellesley College. They provide stipends ranging from $500-$2,500. The Alice Freeman Palmer Fellowship is without restriction as to field; the Anne Louise Barrett Fund and the Harriet A. Shaw Fund are preferably for study in the field of music; the Amy Morris Homans Fellowships are for study in the field of physical education. Further information and application blanks may be obtained from the Secretary to the President. Application should be made by February 10. .

## REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

A candidate for the degree of Master of Arts is required to complete 24 hours of graduate work, which may include a thesis embodying the results of original research. The program is arranged by the student's major department and is subject to the approval of the Committee on Graduate Instruction. A reading knowledge of French or German, to be tested by examination *at entrance,* is required. Individual departments may require a second language. At least one year in residence is required of all candidates.

Some departments, but not all, accept candidates for the Master of Arts degree. The College does not maintain a program of courses for graduate students separate from those offered for undergraduates. Properly qualified graduate students are admitted to grade III courses, to seminars, and to course 350, Research or Independent Study.

Information regarding admission, living arrangements, graduate assistantships and scholarships will be found in the bulletin, *Graduate Study at Wellesley College,* which will be sent upon application to the Secretary of the Committee on Graduate Instruction.

# COURSES OF INSTRUCTION

## 1957-1958

The following courses of instruction are offered by the several departments. The College reserves the right to withdraw any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Grade I courses are numbered 100, etc.; grade II courses 200, etc.; grade III courses 300, etc.

The first semester is indicated by (1) following the course number; the second semester by (2). Courses not so designated are year courses. The number of hours of credit appears in parentheses following the course title.

Classes are scheduled from Monday morning through Saturday morning. Most courses meet three times a week, usually on Monday, Wednesday, and Friday, or on Tuesday, Thursday, and Saturday; seminars usually hold one three-hour meeting weekly.

### *ART*

*Professors:* Bernard Chapman Heyl, m.f.a.; John McAndrew, m.arch., director of the art museum

*Associate Professors:* Agnes Anne Abbot (Chairman); Teresa Grace Frisch, ph.d.; Diether Thimme; Elizabeth Holmes Frisch

*Assistant Professor:* Curtis Howard Shell, m.a.

*Instructors:* Arnold Geissbuhler;[4] Richard Boyce; Lois Swirnoff Boyce, m.f.a.; Marilyn Fraser, b.arch.; Julia Gray Phelps, ph.d.; Joan Crowell Siegfried, m.a.

#### History of Art

Many of the courses in art include some laboratory work in the one or more mediums with which the course is concerned. The department believes that laboratory training has great value in developing observation and understanding of artistic problems, and for this reason requires it of majoring students. It should be stated, however, that no particular natural aptitude is required and that the work is adjusted to the student's ability.

100. Introductory Course (6 hrs.)

The major styles in Western architecture, sculpture, and painting from ancient times to the present. A foundation for further study of the history of art. Simple laboratory work (requiring no previous training or artistic skill) planned to give the student a greater understanding of artistic problems. Open without prerequisite to freshmen and sophomores. *The Staff*

201 (1). Greek Sculpture (3 hrs.)

The development of Greek sculpture from its origins through the Hellenistic age. Study of focal monuments and artists in each successive period. Laboratory

[4] Appointed for the first semester only.

work, consisting largely of modeling and carving. Open to sophomores who have taken 100 and to juniors and seniors without prerequisite.
*Mr. Thimme, Mrs. Boyce*

202 (1). MEDIEVAL SCULPTURE (3 hrs.)
Western European sculpture of the Romanesque and Gothic periods, introduced by a brief study of pre-Romanesque art. Laboratory work consisting largely of modeling and carving. Prerequisite, same as for 201.
*Miss Frisch, Miss Abbot*

203 (2). MEDIEVAL ARCHITECTURE (3 hrs.)
The architecture of Western Europe from the Fall of Rome to the beginning of the Renaissance, with particular concentration on the great Romanesque and Gothic monuments. Occasional laboratory work. Prerequisite, same as for 201.
*Mr. McAndrew, Miss Fraser*

207 (2). ART OF THE FAR EAST (3 hrs.)
A study of the art of India, China, and Japan, with particular emphasis on China. No laboratory work. Open to juniors and seniors without prerequisite.
*Miss Frisch*

209 (2). ART OF THE ROMAN EMPIRE (3 hrs.)
The major monuments of architecture, sculpture, and painting in the Roman Empire from the formation of the Roman style through the Late Antique. Emphasis upon Roman contributions to the main tradition of Western art. No laboratory work. Prerequisite, same as for 201. *Mr. Thimme*

215 (1). EUROPEAN ART THROUGH THE RENAISSANCE (3 hrs.)
The major movements in architecture, sculpture and especially painting from classical antiquity to about 1550. No laboratory work. Open to sophomores who have taken History 101 or Italian 101 or 103, and to juniors and seniors who have not taken or are not taking Art 100. *Mr. Shell, Miss Siegfried*

216 (2). POST-RENAISSANCE AND MODERN ART (3 hrs.)
Western art from the beginning of the 17th century to the present. No laboratory work. Open to sophomores who have taken 215 and to juniors and seniors who have not taken or are not taking 100, 218, or 219. *Mr. Heyl*

218 (1). BAROQUE PAINTING (3 hrs.)
European painting of the 17th and 18th centuries. No laboratory work. Open to sophomores who have taken 100 and to juniors and seniors without prerequisite. Not open to students who have taken 216. *Mr. Heyl*

219 (1). NINETEENTH CENTURY PAINTING (3 hrs.)
A study of painting of the 19th century in Europe and America with emphasis on France. No laboratory work. Prerequisite, same as for 218. *Mr. Heyl*

301 (2). SEMINAR IN ANCIENT ART (3 hrs.)
Intensive study of one or more of the fundamental problems in the history of Ancient Art. No laboratory work. Open to juniors and seniors who have taken 201 or 209. *Mr. Thimme*

302 (1). ITALIAN PAINTING: THE FOURTEENTH AND FIFTEENTH CENTURIES (3 hrs.)

A brief exposition of late medieval style in Italian painting, followed by studies of selected artists whose work significantly illustrates the character of Early Renaissance style. Particular attention to Florentine masters. Laboratory work included. Open to juniors and seniors who have taken, or are taking, a grade II course in the department, and, by permission, to especially qualified students. *Mr. Shell, Mr. Boyce*

303 (2). ITALIAN PAINTING: THE SIXTEENTH CENTURY (3 hrs.)

Studies of the major masters of the High Renaissance style, followed by the examination of some selected Mannerist painters, and of those developments within 16th century painting which lead in the direction of the Baroque. Considerable attention to Venetian masters. Laboratory work included. Prerequisite, same as for 302. *Mr. Shell, Mr. Boyce*

304 (2). RENAISSANCE, BAROQUE, AND MODERN SCULPTURE (3 hrs.)

A study of the major sculptors from the 15th century to the present. Laboratory work consisting largely of modeling and carving. Open to students who have taken 100 or 215 and, by permission, to especially qualified students. *Miss Siegfried, Miss Abbot*

305 (2). MODERN PAINTING (3 hrs.)

A study of European and American painting in the 20th century. Prerequisite, same as for 302. Laboratory work included. *Mr. McAndrew, Mrs. Frisch, Mrs. Boyce*

306 (1). ENGRAVING AND ETCHING FROM THE RENAISSANCE TO THE PRESENT TIME (3 hrs.)

The rise and development of engraving and etching including comparisons with the allied arts of woodcutting, mezzotinting, and lithographing, and a brief study of technical processes. Frequent visits to the Boston and Fogg museums. Open to juniors and seniors who have taken 100. (Not offered in 1957-58.)

307 (2).* PROBLEMS IN MEDIEVAL STYLE AND TECHNIQUE (3 hrs.)

Study of selected manuscripts, mosaics, and wall paintings in Italy between the 4th and the 13th centuries, with experiments in the medium concerned, for close stylistic and technical analysis. Prerequisite, same as for 302. (Not offered in 1957-58.) *Miss Abbot*

308 (1). RENAISSANCE AND BAROQUE ARCHITECTURE (3 hrs.)

The Early and High Renaissance, Mannerist and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy. No laboratory work. Prerequisite, same as for 304. Two periods a week with a third at the pleasure of the instructor. (Not given in 1957-58.) *Mr. McAndrew*

309 (1). MODERN ARCHITECTURE (3 hrs.)

The development of modern architecture in Europe and America in the last seventy years. Prerequisite, same as for 302. *Mr. McAndrew, Miss Fraser*

* Offered in alternate years.

311 (1). PAINTING OF NORTHERN EUROPE (3 hrs.)

The period from the late 14th century to the mid-16th century in France, Germany, and the Low Countries. Prerequisite, same as for 304.

*Miss Siegfried, Mrs. Frisch*

325 (2). THE NATURE AND CRITICISM OF ART (3 hrs.)

A study of various kinds of artistic analyses, and a consideration of problems in the theory and practice of criticism. Open, by permission, to seniors who have taken, or are taking, six additional hours of grade III. (Not given in 1957-58.)

*Mr. Heyl*

330 (1). SEMINAR IN ITALIAN PAINTING (3 hrs.)

Intensive study of one or more of the fundamental problems in the history of Italian painting. Open, by permission, to juniors and seniors who have taken 302 or 303.

*Mr. Shell*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open, by permission, to juniors and seniors who have taken, or are taking, a course of grade III.

STUDIO COURSES

Six hours of studio work may count toward the degree after six hours in the history of art have been taken; and twelve hours after twelve hours in the history of art have been taken.

105 (1). DRAWING AND SCULPTURE (3 hrs.)

Study of drawing and sculpture, with strong emphasis on design. Abstract problems in line and in relief, as well as portraiture and figure sketching. Open to sophomores, juniors, and seniors and, by permission, to freshmen who have studied art before entering college. Six periods of class instruction and three of studio practice.

*Mr. Geissbuhler*

106 (2). INTRODUCTORY PAINTING AND DESIGN (3 hrs.)

Spatial and tonal problems partly abstract, partly representational, worked out in a variety of mediums and materials. Open to sophomores, juniors, and seniors and, by permission, to freshmen who have studied art before entering college. Six periods of class instruction and three of studio practice.

*Mrs. Frisch, Mrs. Boyce*

206 (1). WATERCOLOR AND OIL PAINTING (3 hrs.)

Landscape, still life, and painting from model. Open to sophomores, juniors, and seniors who have taken 100, 105, or 106. Six periods of class instruction and three of studio practice.

*Mrs. Frisch, Mr. Boyce*

208 (2). DESIGN (3 hrs.)

The elements of visual communication, line, form, color, studied in relation to the special function or purpose which the work of art may be called upon to fulfill. Exploration of the potentialities and restrictions of the particular process or material. Open to sophomores, juniors, and seniors who have taken 105, 106, or 206. Six periods of class instruction and three of studio practice. *Mr. Boyce*

300 (1). ADVANCED PAINTING. I (3 hrs.)

Clarification of various problems in the language of painting, dealt with largely through the oil medium. Individual problems. Open by permission to

juniors and seniors who have taken at least one other studio course. (Not given in 1957-58.) *Mr. Boyce*

312 (2). ADVANCED PAINTING. II (3 hrs.)

A continuation of 300. Prerequisite, same as for 300. (Not offered in 1957-58.)

### DIRECTIONS FOR ELECTION

Course 100 is the basic introductory course for later work in the department and is required, except by special permission, of majoring students. (See Exemption Examination, below.)

Students planning to major in the department must elect at least one grade II course in ancient, and one in medieval art.

Students majoring in the department must elect at least 24 hours in the history of art.

A reading knowledge of French, German, or Italian, though not required, is very strongly recommended.

The attention of students is called to the interdepartmental major program in Classical Archeology.

### PLACEMENT AND EXEMPTION EXAMINATIONS

Freshmen and sophomores, who secure the permission of the chairman, may qualify for entrance to grade II in art by passing an exemption examination, thus waiving the requirement of course 100.

### RELATED COURSES

Related courses may be chosen from many departments: English, History, Music, Philosophy, departments of foreign language and literature.

By careful choice of related courses, a student majoring in art may plan a field of concentration emphasizing one century or period such as Ancient, Medieval, Renaissance, or Modern. Students interested in such a plan should consult the chairman of the department as early as possible.

## *ASTRONOMY*

*Associate Professor:* SARAH JEANNETTE HILL, PH.D. (Chairman)

*Lecturer:* FLORENCE SHIRLEY JONES, PH.D.

101. ELEMENTARY ASTRONOMY (6 hrs.)

The solar system; stars, nebulae, galaxies. Open to all undergraduates. Three lecture periods and one two-hour laboratory period. Approximately one-third of the laboratory time is scheduled in the evening for observation and use of the telescopes. *Miss Hill, Mrs. Jones*

203 (1). STELLAR ASTRONOMY (3 hrs.)

Selected topics of stellar astronomy, with emphasis on current work. Stellar populations, the interstellar material, radio astronomy, extra-galactic systems. Prerequisite, 101. *Miss Hill*

204 (2). PRACTICAL AND SPHERICAL ASTRONOMY (3 hrs.)

Theory and use of the transit instrument and equatorial telescope. Introduction to least squares. Prerequisite 101 and prerequisite or corequisite Mathematics 106 or 107. *Miss Hill*

300 (1). BINARY STARS (3 hrs.)

The two-body problem, the determination of the orbits of visual and spectroscopic binaries, stellar masses. Prerequisites, 101 and Mathematics 202.

*Miss Hill*

301 (1). OPTICS (3 hrs.)

For description and prerequisite, see Physics 301.

302 (2). GALACTIC STRUCTURE (3 hrs.)

The methods used in studying the dynamics and constitution of the Milky Way. Prerequisite, 101 and Mathematics 202. *Miss Hill*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open to seniors by permission.

DIRECTIONS FOR ELECTION

The major in astronomy is based upon 18 hours of astronomy, Mathematics 202 and Physics 200, and normally includes some grade III work in either mathematics or physics. Six hours of astronomy and six hours of mathematics should ordinarily be completed by the end of the sophomore year.

Related or supplementary courses for the major may be elected in the departments of Mathematics and Physics, and may also include Geology 101 and Interdepartmental 218.

Students considering graduate work in astronomy are urged to acquire a reading knowledge of French and German.

## *BIBLICAL HISTORY, LITERATURE, AND INTERPRETATION*

*Associate Professors:* ERNEST RENÉ LACHEMAN, B.D., PH.D.; HERBERT MORRISON GALE, S.T.B., PH.D.; FERDINAND JOSEPH DENBEAUX, B.D., S.T.M. (Chairman); MARY LUCETTA MOWRY, B.D., PH.D.

*Assistant Professor:* HARRY MERWYN BUCK, JR., B.D., PH.D.

*Instructors:* CHARLES ARTHUR MANN HALL, B.D.; LEANDER EARL KECK, B.D., PH.D.; ANNE-MARIE SALGAT, B.D.

*Visiting Lecturer:* L. HAROLD DEWOLF, S.T.B., PH.D.

The requirement in Biblical history is met by course 104. Students with a knowledge of Greek may substitute course 210 for the second semester of 104.

104. STUDIES IN THE OLD AND NEW TESTAMENTS (6 hrs.)

Basic material: selected parts of the Old Testament; the Gospels of Matthew, Mark, and Luke. Aim: to acquire a knowledge of these materials, of their historical-critical analysis, of the rise of the Hebrew-Christian tradition and the relevance of this tradition to the individual and society. Required of sophomores except as indicated above. *The Staff*

203. ELEMENTARY HEBREW (6 hrs.)

The elements of Biblical Hebrew grammar and syntax, with practice in translation and the memorizing of a vocabulary. Readings of selections from the Old Testament. Open to juniors and seniors by permission. *Mr. Lacheman*

204 (1), (2). The BEGINNINGS OF CHRISTIANITY (3 hrs.)

A course designed to enable those students who have already studied the Synoptic Gospels in 104 to continue their study of the New Testament and to

see Christianity in contact with the life of the Graeco-Roman world. The rise and earliest development of the Christian religion. Emphasis upon the thought of Paul and of the Fourth Gospel. Prerequisite, 104 or 210. *Mr. Gale*

206 (1). FURTHER STUDIES IN THE OLD TESTAMENT (3 hrs.)

Detailed work on selected portions of the Old Testament, with emphasis on historical, literary, and theological method. Prerequisite, 104 or 210. *Mr. Lacheman*

207. HISTORY OF RELIGIONS (6 hrs.)

After a brief examination of primitive and classical religions, major attention devoted to Islam, Hinduism, Buddhism and the religions of China and Japan. The history and development of institutions, cultic practices, scriptures and theologies investigated with readings in primary sources. Prerequisite, 104 or 210. *Mr. Buck*

208 (1), (2). SURVEY OF THE APPLICATION OF CHRISTIAN ETHICS TO SOCIAL PROBLEMS (3 hrs.)

A study of the social teachings of the Christian church in determinative periods of its history. An investigation from this perspective of the relevance of Christian ethics for modern social problems. Open to juniors and seniors who have taken or are taking Economics 101 or Sociology 102 or Political Science 100, or any course in medieval or modern history. *Mr. DeWolf*

210 (2). THE FIRST THREE GOSPELS IN GREEK (3 hrs.)

Same material as the second semester of 104, planned for those students who, in fulfilling the Biblical history requirement, prefer to study the Gospels in Greek rather than in English translation. Open to students who have taken the first semester of 104 and have taken or are taking a grade II Greek course. Students choosing this way of fulfilling the requirement in Biblical history may postpone the work until their junior year without special permission. *Miss Mowry*

213 (2). DEVELOPMENT IN JUDAISM SINCE 70 A.D. (3 hrs.)

The history of Judaism in its relation to the Graeco-Roman world, Christendom and Islam. Reading (in translation) of significant portions of Talmudic, Midrashic, Poetic, and speculative literatures. Prerequisite, 104 or 210. (Not offered in 1957-58). *Mr. Lacheman*

216 (1). HISTORY OF CHRISTIAN THOUGHT (3 hrs.)

A survey of the interaction of the Biblical world view with classical culture and the consequent emergence of specifically Christian thought. The Church Fathers, the theology of the Creeds, Augustine, and medieval theology. Prerequisite, 104 or 210. *Mr. Denbeaux*

217 (2). HISTORY OF CHRISTIAN THOUGHT (3 hrs.)

The Reformation and the modern world. Studies in the religious thought of the 16th and 19th centuries, primarily. The origin and development of Protestantism, the Episcopal tradition, and the reformation of Roman Catholicism. The 19th century and the emergence of modern theology as influenced by Kierkegaard, Darwin, Marx, Dostoyevsky, and Freud. Prerequisite, 104 or 210. *Mr. Denbeaux*

218 (2). AMERICAN CHURCH HISTORY (3 hrs.)

A study of the development of religion in the United States from 1607 to the present. Emphasis on the European theological and ecclesiastical inheritance and its emergence in the American religious divisions and the Ecumenical Movement. Prerequisite, 104 or 210. *Mr. Hall*

301 (2).* SEMINAR IN MEDITERRANEAN RELIGIONS (3 hrs.)

Studies in Babylonian, Greek, and Roman theology. Prerequisite, 206. (Not offered in 1957-58.) *Mr. Lacheman*

305 (2). SEMINAR IN CONTEMPORARY THEOLOGY (3 hrs.)

Current interpretations of Christian thought. Study of representative thinkers and movements including Wellhausen, Liberalism, Barth, Niebuhr, and Bultmann. Open to seniors majoring in the department.

*Mr. Lacheman, Mr. Gale, Mr. Denbeaux, Miss Mowry, Mr. Hall*

306 (2).* SEMINAR IN THE OLD TESTAMENT (3 hrs.)

Systematic study of important religious ideas of the Old Testament. Prerequisite, 206. *Mr. Lacheman*

307 (1). SEMINAR IN THE NEW TESTAMENT (3 hrs.)

The emergence of New Testament literature in the light of issues confronting the early Christian community. An intensive study of the Gospels and their impact on the growing church. Prerequisite, 204. *Miss Mowry*

310 (1). SEMINAR. STUDIES IN HISTORICAL THEOLOGY (3 hrs.)

An intensive examination of the thought of a major theologian. For the year 1957-58, a study of Augustine's *City of God*. Prerequisite or corequisite for majors, 204, 206, 216; non-majors admitted only by permission of the instructor. *Mr. Denbeaux*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open to seniors by permission.

### DIRECTIONS FOR ELECTION

Wide variations in courses are possible for students who major in the department.** At the same time, in order to provide cultural scope and to create the proper perspectives of criticism, the major is asked to elect two of the following seminars: 306 (or 301), 307, 310.

Students interested in the original language of the New Testament are encouraged to confer with the Greek Department.

## *BOTANY AND BACTERIOLOGY*

*Professors:* HARRIET BALDWIN CREIGHTON, PH.D.; DELAPHINE GRACE ROSA WYCKOFF, PH.D. (Chairman)

*Associate Professor:* RHODA GARRISON,[1] PH.D.

*Instructors:* EMANUEL DAVID RUDOLPH, PH.D.; LUCILE CRAVEN WESTON, PH.D.

*Graduate Assistants:* SHIRLEY KALMAN, B.A.; SUSAN HUDERLE LEE, B.S.; HYANGJU PAIK, B.A.

*Custodian:* FRANCES KNIBBS FOLSOM

* Offered in alternate years.

** Philosophy 211 may be counted toward the major.

[1] Absent on leave.

101. GENERAL PLANT SCIENCE (6 hrs.)

A study of plant science presenting the principles of biology and emphasizing the importance of plants in our economic and social life. Topics considered: growth and development of flowering plants; plant nutrition and its relation to animal and human nutrition; heredity and plant breeding; bacteria and other microorganisms; soil; forest and water resources; utilization of plant products in industry. Practice in growing plants in the greenhouses and gardens. Open to all undergraduates except those who have taken Interdepartmental 103. Six periods a week, one of lecture, five of discussion and work in laboratory, greenhouse, and field. *The Staff*

103. AN INTRODUCTORY COURSE IN BIOLOGY (6 hrs.)

For description and prerequisite, see Interdepartmental 103.

201 (1). LANDSCAPE GARDENING (3 hrs.)

A study of cultivated plants with emphasis on their use in landscape gardening. Practice in applying the principles of design to gardens and to home and community plantings. Open to students who have taken 101 or 103 and to juniors and seniors without prerequisite. Counts as a non-laboratory science to meet part of the distribution requirement in Group III. Six periods a week. *Miss Creighton*

202 (1). PLANT BIOLOGY (3 hrs.)

Growth and behavior of plants in relation to their natural environment. Studies of plant communities in the field, and experiments in the greenhouse and laboratory. Prerequisite, same as for 201. Six periods a week, three of lecture and three of laboratory. *Mr. Rudolph*

204 (2). BASIC HORTICULTURE (3 hrs.)

The fundamentals of cultivation and propagation of house and garden plants and the methods of control of plant pests and diseases. Prerequisite, same as for 201. Six periods a week, three of lecture and discussion and three of practice in greenhouse and laboratory. *Miss Creighton*

205 (2). MICROBIOLOGY (3 hrs.)

Yeasts, molds, and bacteria in relation to man's physical and economic welfare, their importance in daily living, agriculture, industry, public health, and disease control. Prerequisite, six hours in Group III. Three periods of lecture, discussion, and demonstration. May be taken either (a) as a non-laboratory science with special readings and papers required, or (b) as a laboratory science with two periods of laboratory work. *Mrs. Wyckoff*

207 (1). PLANT RESOURCES (3 hrs.)

A study of the agricultural and forest resources of the world with emphasis on those of the United States; the scientific basis for the production of plants for foods, fibers and the raw materials of industry; the influences of soil, climatic and biological factors on the growth of economically important plants. Prerequisite, same as for 201. Counts as a non-laboratory science to meet part of the Group III distribution requirement. Three periods a week. *The Staff*

302 (1). PLANT STRUCTURE (3 hrs.)

A study of cells, tissues, and organs, their functions and roles in the de-

velopment of form in the organism. Practice in the preparation of plant tissues for microscopic study. Prerequisite, 12 hours in the department. Five periods a week, two of lecture and discussion and three of laboratory. (Not given in 1957-58.)

303 (2). GENETICS (3 hrs.)

A study of inheritance, its cellular basis, the methods by which knowledge of heredity is obtained, and the application of this knowledge to biological problems. Laboratory experimentation with plants. Open to juniors and seniors who have taken six hours in the department and six additional hours in botany or zoology. Five periods a week, two of lecture and discussion and three of laboratory. (Not given in 1957-58.) *Miss Creighton*

304 (2). PLANT DISEASES (3 hrs.)

Pathogenic fungi, their structure, their physiological processes, and their effects on ornamental and economically important plants. Practice in the cultivation of fungi and methods of combating plant diseases. Prerequisite, same as for 302. Six periods a week, two of lecture, and four of laboratory, field, or greenhouse. *Mr. Rudolph*

306 (1). PHYSIOLOGY (3 hrs.)

First semester: Nature of protoplasm; processes of plant cells such as photosynthesis, nutrition and respiration. Second semester: physiological processes in growth and development of green plants; plant hormones, photoperiodism. Open to juniors and seniors who have taken six hours of grade II in the department and who have taken or are taking six hours of chemistry or physics. By permission, the first semester may be elected separately. Six periods a week, two of lecture and four of discussion and laboratory.

*Mr. Rudolph*

308. GENERAL BACTERIOLOGY (6 hrs.)

Structure and physiological processes of bacteria, their responses to the environment, and their relation to soil fertility, industrial processes, water and milk supplies, food preservation, disease, and immunity. Practice in bacteriological methods and techniques. Open to students who have taken six hours of chemistry or physical science and either six hours of botany, zoology, or biology, or a second course in chemistry. Six periods a week, two of lecture and four of laboratory including one field trip. *Mrs. Wyckoff*

312 (1). ADVANCED BACTERIOLOGY (3 hrs.)

Systematic study of bacteria, including serological relationships and roles in disease and immunity. Consideration of recent developments in bacteriology. Practice in bacteriological and serological techniques and procedures. Prerequisite, 308. Six periods a week, two of lecture and four of laboratory.

*Mrs. Wyckoff*

315 (2). VIROLOGY (3 hrs.)

The nature of viruses and their interaction with plant, animal, and bacterial hosts. Open to seniors who have taken six hours from the following group of courses: 205, 304, 308, 312. *Mrs. Wyckoff*

322. SEMINAR (3 or 6 hrs.)

A field of botany or bacteriology scrutinized from standpoints of modern

achievement, methods of investigation, and the theories and reasoning involved in reaching present-day conclusions. Open to graduate students and to seniors by permission. *The Staff*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open to juniors and seniors by permission.

### DIRECTIONS FOR ELECTION

The combination of courses for the major will depend upon the student's particular objectives—general plant science, horticulture and landscape gardening, or bacteriology and medical laboratory work.

Courses in chemistry, geology, geography, physics and zoology are suggested for related work. Art 309 may be considered a related course in certain programs.

The department will admit properly qualified freshmen and sophomores to 202, 204, and 205 without examination but by special permission after consultation with the chairman of the department.

### SCHOLARSHIP

At the Marine Biological Laboratory at Woods Hole (or at a biological field station approved by the student's major department), a scholarship is open to undergraduates. Students should consult the Chairman of the Department before February 15.

## *CHEMISTRY*

*Professors:* HELEN THAYER JONES, PH.D.; PHILIPPA GARTH GILCHRIST, PH.D.
*Associate Professors:* MARGARET KINGMAN SEIKEL, PH.D. (Chairman); JEAN VEGHTE CRAWFORD, PH.D.
*Assistant Professor:* ELEANOR RUDD WEBSTER, PH.D.
*Instructors:* FLORENCE PATRICIA LISTON, M.ED.; SUZANNE STOKES, M.A.
*Assistant:* METTE KIRSTINE NIELSEN, M.S.
*Graduate Assistants:* NARL CHOW, B.S.; DAPHNE JEAN HOLDER, B.SC.; ESTER LUZ KALAW, B.S.

*Custodian:* EMILY MAY HOPKINS, M.A.
*Assistant Custodian:* ANNA POWELL WALKER

101. ELEMENTARY CHEMISTRY (6 hrs.)

The fundamental laws and theories of chemistry, correlated with the study of the non-metals and a brief survey of the metals. Open to students who do not present chemistry for admission. Three periods of lecture and discussion and one three-period laboratory appointment. *Miss Gilchrist*

103. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS (6 hrs.)

A survey of fundamental chemical principles based on preparatory work in chemistry. General theories, laws, and problems considered during the first semester and applied in the second semester to the study of inorganic semimicro qualitative analysis. Prerequisite, the admission requirement. Three periods of lecture and discussion and one three-period laboratory appointment.

*Miss Jones, Miss Crawford*

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE (6 hrs.)

For description and prerequisite, see Interdepartmental 106. This course will, by special arrangement, serve as prerequisite for grade II courses in chemistry. (Not offered in 1957-58.)

200 (1). QUANTITATIVE ANALYSIS (3 hrs.)

The fundamental methods of gravimetric and volumetric analysis with emphasis on the theory, laboratory technique, and calculations of each method. Prerequisite, 101 or, by permission, 106. Two periods of lecture and two three-period laboratory appointments. *Miss Liston*

201 (2). QUALITATIVE ANALYSIS (3 hrs.)

The principles which govern the reactions of electrolytes in solution, as illustrated by the chemistry of inorganic semimicro qualitative analysis. Prerequisite, 200. Three periods of lecture and discussion and one three-period laboratory appointment. *Miss Liston*

202 (1). QUANTITATIVE ANALYSIS (3 hrs.)

Subject matter similar to that in 200 but presented from a more advanced point of view. Prerequisite, 103. Two periods of lecture and two three-period laboratory appointments. *Miss Crawford*

207 (2). QUANTITATIVE ANALYSIS (3 hrs.)

The methods of analysis of complex mixtures correlating the theory and techniques of analytical chemistry. Instrumental analysis included. Prerequisite, 202 or, by permission, 200. Two periods of lecture and two three-period laboratory appointments. *Miss Crawford*

301. ORGANIC CHEMISTRY (6 hrs.)

A study of the characteristic properties of simple classes of carbon compounds and of current theories proposed to correlate these properties. Basic laboratory methods and techniques of organic chemistry. Prerequisite, 103 or 200 or, by permission, 101 or 106. Three periods of lecture and discussion and one three-period laboratory appointment. *Miss Seikel*

302 (2). IDENTIFICATION OF ORGANIC COMPOUNDS (3 hrs.)

The systematic qualitative analysis of organic substances. An introduction, through work on individual unknowns, to research methods and attitudes. Open to students who have taken any grade II course and have taken or are taking 301. Two periods of lecture and discussion and two three-period laboratory appointments. *Miss Seikel*

303 (1).* ADVANCED QUANTITATIVE ANALYSIS (3 hrs.)

The theory and techniques of some modern methods of quantitative analysis, including an introduction to organic microanalysis and to instrumental analysis. Prerequisite, any grade II course and 301. Two periods of lecture and two three-period laboratory appointments. (Not offered in 1957-58.) *Miss Seikel*

* Offered in alternate years.

305 (1). PHYSICAL CHEMISTRY (3 hrs.)

The laws and theories of matter in its various states of aggregation, including the colloid state and solutions; chemical thermodynamics and thermochemistry; the use of these principles for obtaining chemical information. Open to students who have taken any grade II course, Physics 101, 104, or 105, and Mathematics 202, and have taken or are taking Chemistry 301. By permission open to students who offer only Mathematics 106 or 107; conferences with the instructor for the necessary supplementary training in mathematics required of these students. Three periods of lecture and discussion and one three-period laboratory appointment. *Miss Stokes*

306 (2). PHYSICAL CHEMISTRY (3 hrs.)

A continuation of 305 including, especially, chemical equilibrium, reaction velocity, electrochemistry, and theories of atomic and molecular structure. Prerequisite, 305. Three periods of lecture and discussion and one three-period laboratory appointment. *Miss Stokes*

307 (2). ADVANCED INORGANIC CHEMISTRY (3 hrs.)

An advanced study of a variety of inorganic substances and an interpretation of their properties in the light of recent theories of atomic and molecular structures. Open to students who have taken any grade II course and who have taken or are taking 301. Three periods of lecture and discussion.

*Miss Jones*

308 (1). BIOCHEMISTRY (3 hrs.)

A study of the chemistry and structure of proteins with emphasis on the properties and reactions of living matter. Prerequisite, any grade II course and 301. Three periods of lecture and discussion and one three-period laboratory appointment. *Miss Gilchrist*

309 (2). BIOCHEMISTRY (3 hrs.)

The chemistry of the more important classes of carbohydrates and lipids considered especially in terms of biological functioning. Prerequisite, same as for 308. Three periods of lecture and discussion and one three-period laboratory appointment. *Miss Gilchrist*

311 (1).* ORGANIC PREPARATIONS (3 hrs.)

A study of modern methods and techniques for preparing and isolating organic compounds in macro and micro amounts. Prerequisite, same as for 308. Two periods of lecture and two three-period laboratory appointments. (Not given in 1957-58.)

312 (1). USE OF THE LITERATURE OF CHEMISTRY (1 hr.)

An introduction to the published source materials of chemistry and to their use in advanced work and in research. Prerequisite, same as for 308. One period of lecture and discussion. *Miss Seikel*

313 (1). ADVANCED ORGANIC CHEMISTRY (3 hrs.)

A study of an advanced topic in organic chemistry such as stereochemistry, heterocyclic chemistry, reaction mechanisms, or the chemistry of natural prod-

* Offered in alternate years.

ucts. Ordinarily a different subject each year. Prerequisite, same as for 308. Three periods of lecture and discussion. *Miss Jones*

320. SEMINAR (2 hrs.)

Recent developments in chemistry. Inorganic, organic, physical and biochemistry studied in successive semesters. Open to graduate students. Alternate weeks for two hours in the evening. May be begun either semester.

*The Staff*

350. RESEARCH OR INDEPENDENT STUDY (3 to 6 hrs.)

Open by permission to students who have taken at least 18 hours in chemistry.

### DIRECTIONS FOR ELECTION

For students planning a major in chemistry one of the following sequences of courses is essential: Interdepartmental 106 or Chemistry 101, 200, 201, and 301; or 103, 202, and 301. Any other courses in the department may be added to these to complete the 24-hour major. All students majoring in chemistry are required to complete at least one year of college physics and are strongly advised to complete one year of college mathematics and to acquire a reading knowledge of French and German.

For admission to most graduate schools Chemistry 305 and 306 with the prerequisite of Mathematics 202 are required.

Premedical students are referred to the requirements as given on page 31.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chemistry Department.

### PLACEMENT AND EXEMPTION EXAMINATIONS

Unusually well-qualified students may apply for an examination covering the year's work in Chemistry 101. (A college textbook of general chemistry should be used in preparation for this examination.) The satisfactory completion of this examination will be accepted as the equivalent of Chemistry 101 in the work for distribution or as a prerequisite for advanced work in the department.

## *CLASSICAL ARCHEOLOGY*

*Director:* DOROTHY MAE ROBATHAN, *Professor of Latin*

An interdepartmental major in Classical Archeology gives opportunity for a study of classical civilization through its art, literature, and history, with emphasis on either the Greek or Roman period.

The field of concentration (42 hours) should normally include ancient history (6 hours); art (12 to 15 hours); Greek or Latin language and literature (18 to 21 hours); independent study of an archeological topic correlating work in art and literature (3 to 6 hours). In addition to the work elected in either Greek or Latin, the candidate must give evidence of a working knowledge of the second language.

## *ECONOMICS*

*Professors:* LAWRENCE SMITH, M.A.; LUCY WINSOR KILLOUGH,[1] PH.D.
*Associate Professor:* RICHARD VERNON CLEMENCE, PH.D. (Chairman)
*Assistant Professors:* HILDA KAHNE, PH.D.; CAROLYN SHAW BELL, PH.D.
*Instructors:* MARY JANE LATSIS, M.P.A.; KENNETH MARK KAUFFMAN, M.A.

101. INTRODUCTORY ECONOMICS (6 hrs.)

A course which assists the student in understanding contemporary life through a study of the economic foundations of our society. The national income and its relationship to prosperity and depression. Economic principles and the institutions within which they operate. The American economic system compared with other existing or theoretical systems of economic organization. Open to all undergraduates. *The Staff*

201 (1). ECONOMIC ANALYSIS (3 hrs.)

The basic techniques of modern analysis applicable to problems of income, output, employment, and prices. Fundamentals of economic theory and method. Prerequisite, 101. *Mr. Clemence*

202 (2). THE STRUCTURE OF AMERICAN INDUSTRY (3 hrs.)

The organization and development of representative industries in agricultural and industrial production and distribution. Resources and production, markets and prices. Economic aspects of public policy in the regulation of business. Prerequisite, 101. *Miss Latsis*

204 (2). ECONOMIC HISTORY OF THE UNITED STATES (3 hrs.)

Economic change in America: the transformation of an agricultural economy; the course of the Industrial Revolution; role of public and private institutions in the process of economic change. Open to sophomores, juniors, and seniors who have taken or are taking 101. *Miss Latsis*

210. FINANCIAL ORGANIZATION OF SOCIETY (6 hrs.)

Money, credit, general price levels, and business cycles. Emphasis on monetary systems and current monetary problems. The work of commercial banks and the functioning of the Federal Reserve system. Business cycles dealt with historically and theoretically, and methods of stabilization analyzed. Prerequisite, 101. *Mr. Smith*

211 (1), (2). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS (3 hrs.)

Statistical methods as used in the social sciences. Organization and presentation of statistical data. Frequency distributions and simple correlation. Introduction to time series analysis and index numbers. Open to sophomores, juniors, and seniors who have taken or are taking 101. Laboratory work required.
*Mrs. Bell, Mrs. Kahne*

212 (2). ECONOMICS OF ACCOUNTING (3 hrs.)

A survey of the fundamental principles of accounting; problems in accounting technique. Emphasis on the relation of accounting theory and practice to economic theory and contemporary economic problems. Aim: to enable the stu-

[1] Absent on leave.

dent to interpret and utilize accounting data in other fields of economics and in the analysis of public policy. Prerequisite, 101. *Mrs. Bell*

214 (1). POPULATION (3 hrs.)

For description and prerequisite, see Sociology 214.

301 (1). COMPARATIVE ECONOMIC SYSTEMS (3 hrs.)

Economic processes and goals of alternative types of economic systems. Study of functioning economies, illustrative of capitalism, socialism, communism, fascism. Open to juniors and seniors who have taken 101 and have taken or are taking a grade II course in economics, history, political science, or sociology. *Mrs. Kahne*

302 (1). THE DEVELOPMENT OF MODERN ECONOMIC INSTITUTIONS (3 hrs.)

Economic growth in England and on the continent; determinants of the rate of growth; comparison of national policies and institutions; the agricultural background of the industrial process; the timing of the Industrial Revolution. Some attention to theories of historical economic growth. Open to juniors and seniors who have taken 101 and six additional hours in the department. *Miss Latsis*

306 (1). CORPORATIONS AND COMBINATIONS (3 hrs.)

Corporate structure and operation. The market for corporate securities, including investment banking, other investment institutions, the stock exchange, government regulation of security issues and exchanges. Problems arising from the development of great corporations, through both concentration and combinations; anti-trust policy in the United States. Prerequisite, same as for 301. *Mr. Smith*

307 (1). THE ECONOMICS OF CONSUMPTION (3 hrs.)

Analysis of wants and choices of consumers; income distribution and consumption patterns; marketing in its relation to consumers; legislative influences; the impact of consumption decisions on the economy. Open to juniors and seniors who have taken 101 and have taken or are taking six additional hours in economics, psychology, or sociology. *Mrs. Bell*

308 (2). LABOR ECONOMICS (3 hrs.)

Activities and policies relating to American labor. Growth and composition of the labor force. Labor unions and collective bargaining. Public policy; social legislation. Open to juniors and seniors who have taken 101 and have taken or are taking a grade II course in economics, sociology, or political science. *Mrs. Kahne*

310 (1). PUBLIC FINANCE (3 hrs.)

Principles and problems of government revenues, expenditures, and debts. Fiscal policy and the national income; the shifting and incidence of taxation. Special emphasis on the tax system of the United States. Open to juniors and seniors who have taken 101 and have taken or are taking one of the following: 203, 204, 209, 210, 212, Political Science 201, 203, 304. *Mr. Kauffman*

312 (2).* ECONOMIC STATISTICS (3 hrs.)

Further development of techniques studied in 211. Investigation of an economic problem susceptible of statistical analysis. Design of the project, collection and tabulation of data, analysis and report of results. Open to juniors and seniors who have taken 211 or, by permission, to students who have taken Mathematics 205, and have taken or are taking any other course of grade II in economics. (Not offered in 1957-58.) *Mrs. Bell*

313 (2). SEMINAR. SELECTED TOPICS IN ECONOMIC MOVEMENTS AND THEORIES (3 hrs.)

Subject for 1957-58: Money and economic activity. The role of money and credit in the economy; interrelationships among principal financial fields such as business finance, public finance, international finance. Open by permission to juniors and seniors who have taken 18 hours in economics. Two consecutive hours each week with a third at the pleasure of the instructor. *Mr. Smith*

314 (2). INTERNATIONAL ECONOMIC RELATIONS (3 hrs.)

Industrial foundations of international trade. Theories and institutions of international trade and investment. The international economic position of countries in different stages of economic growth. Open to juniors and seniors who have taken 101 and have taken or are taking 204, 209, or 210, or who are majoring in geography, history or political science and have taken or are taking a grade II course in their major subject. *Mr. Kauffman*

315 (2).* HISTORY OF ECONOMIC THOUGHT (3 hrs.)

The development of economic thought from ancient to modern times. A brief survey of early economic ideas, followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day. Open to juniors and seniors who have taken 101 and who have taken or are taking six additional hours in economics. *Mr. Clemence*

316 (2).* MODERN ECONOMIC THOUGHT (3 hrs.)

Recent developments in economic thought, and their significance for theory and policy. Reading and discussion of contemporary economic literature. Open to juniors and seniors who have taken 101 and have taken or are taking six additional hours in economics. (Not offered in 1957-58.) *Mr. Clemence*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open to juniors and seniors by permission.

### DIRECTIONS FOR ELECTION

Students planning a major in economics should consult a member of the department concerning sequences of courses. A minimum major of 30 hours is recommended.

Students wishing to emphasize international relations in their field of concentration should consult the chairman of the department as early as possible.

* Offered in alternate years.

### PLACEMENT AND EXEMPTION EXAMINATIONS

The department is prepared to offer an examination for advanced standing covering the field of introductory economics.

## *EDUCATION*

*Assistant Professor:* MARY EWEN ULICH, ED.D. (Chairman)

*Lecturers*: ESTHER PASTENE EDWARDS,[5] M.A.; LOUISE CATHERINE HEUSER KELLER, ED.M.

101 (1), (2). INTRODUCTION TO CLASSICAL PHILOSOPHY (3 hrs.)
For description and prerequisite, see Philosophy 101.

102. INTRODUCTION TO PSYCHOLOGY (6 hrs.)
For description and prerequisite, see Psychology 102.

104 (1), (2). INTRODUCTION TO MORAL PHILOSOPHY (3 hrs.)
For description and prerequisite, see Philosophy 104.

200 (1), (2). PHILOSOPHY OF EDUCATION (3 hrs.)
The role of philosophical thought and analysis in the clarification of major problems of education. Discussion of the aims of schooling, and the relation of knowledge to individual and social values. Open to sophomores who have taken or are taking a course in philosophy, psychology, or sociology, and to juniors and seniors without prerequisite. *Mrs. Ulich*

201 (2). HISTORY OF EDUCATIONAL IDEAS (3 hrs.)
Study of the interrelationship between educational ideas and ideals and their historical setting, their influence on the educational process, and their contribution to the general development of culture. Prerequisite, 200. *Mrs. Ulich*

202 (2). THE ELEMENTARY SCHOOL (3 hrs.)
The organization of the elementary school, its curriculum, the teacher's work, and current educational policies. Emphasis placed on the development and characteristics of elementary school children. Observation in grade school classrooms. Prerequisite, 200. *Miss Edwards*

207 (2). CHILD PSYCHOLOGY (3 hrs.)
For description and prerequisite, see Psychology 207.

219 (1). PSYCHOLOGY OF LEARNING (3 hrs.)
For description and prerequisite, see Psychology 219.

300 (1). SECONDARY EDUCATION (3 hrs.)
The aims, organization, and administration of secondary schools considered in relation to their social, political, and economic environments. Criteria for evaluating curricula and classroom problems included. Observation in schools required. Prerequisite 200 and a course in psychology. *Mrs. Ulich*

[5] Appointed for the second semester only.

302 (2). PRINCIPLES OF TEACHING (3 hrs.)

Study of teaching objectives, curriculum planning, classroom procedures. Review of learning theories. Intensive work in methods and materials in specific subject matters. Open by permission to seniors who have taken 300. *The Staff*

305. THE EDUCATION OF THE YOUNG CHILD (6 hrs.)

A survey of the theory and practice of early childhood education, including the study of young children as members of society who are responding to educational influences. Four hours a week of observation and participation at the Page Memorial School. Open to seniors, and by permission to juniors who have taken 200 and a course in psychology. *Mrs. Keller*

307 (1). THE DEVELOPMENT OF PERSONALITY (3 hrs.)

For description and prerequisite, see Psychology 307.

310 (2). SEMINAR (3 hrs.)

An intensive and critical examination of the educational theories of several selected writers. Special attention given to the relevance of their ideas to the problems of American education. Open to seniors by permission. (Not given in 1957-58.) *Mrs. Ulich*

### DIRECTIONS FOR ELECTION

Students who intend to teach should (in their sophomore year if possible) consult the department concerning the various city and state requirements for the certificate to teach.

Although the College does not offer a major in education, students may take up to eighteen hours, which is the required number in many states. They may elect also the courses listed above in philosophy and psychology which are important in the preparation of teachers. There are ample opportunities for observation in neighboring school systems.

English 312 is pertinent for those planning to teach English.

Additional courses which may be helpful in preparation for teaching are: History 221, 222, 310; Psychology 224, 313, 314, 317; Sociology 104, 202, 222; Speech 101, 102, 202.

## ANNE L. PAGE MEMORIAL SCHOOL

*Director:* LOUISE CATHERINE HEUSER KELLER, ED.M.

The Anne L. Page Memorial School for children from three to five years of age is the college laboratory school and as such it is an integral part of the educational program of the College. It is a center for child study, observation, and participation for students from all departments of the College, and it is especially helpful to students working in the departments of Education and of Psychology.

## *ENGLISH*

*Professors:* KATHARINE CANBY BALDERSTON, PH.D.; ELLA KEATS WHITING, PH.D.; GRACE ETHEL HAWK, B.LITT., OXON.; WALTER EDWARDS HOUGHTON, PH.D.; CHARLES WILLIAM KERBY-MILLER, PH.D.; MARY RUTH MICHAEL, PH.D.

*Associate Professors:* MARY ELEANOR PRENTISS, M.A.; VIRGINIA FLEMING PRETTYMAN,[1] PH.D.; HELEN STORM CORSA, PH.D.; KATHERINE LEVER, PH.D.

*Assistant Professors:* PATRICK FRANCIS QUINN, PH.D. (Chairman); BEVERLY JOSEPH LAYMAN, PH.D.; DAVID RUSSELL FERRY, PH.D.; ROBERT ERWIN GARIS, PH.D.; PHILIP BOOTH, M.A.

*Instructors:* ALICE EVANGELINE JOHNSON, PH.D.; GRETCHEN PAULUS, M.A.; ANNE ELIZABETH DAVIDSON, PH.D.; RUTH MARGUERITE VANDE KIEFT, PH.D.; NADYA LOUISE AISENBERG, M.A.; MARTHA ALDEN CRAIG, M.A.; MARTIN BURGESS GREEN, PH.D.; PERRY ALICE ORGAN, M.A.

*Lecturers:* SYLVIA LEAH BERKMAN,[6] PH.D.; ROBERT TRAILL SPENCE LOWELL,[6] B.A.

100. LANGUAGE, LITERATURE, AND THE INDIVIDUAL (6 hrs.)

The reading of non-fiction, novels, short stories, poetry, and drama chosen from the best English and American literature; writing directed towards the evaluation of personal experience, of the literature studied, and of non-literary source materials; the exploration of the possibilities of the English language. Training in the use of the library and documentation. Fortnightly themes or their equivalent. Regularly scheduled individual conferences. Required of freshmen. This course may not count towards a major in English. *The Staff*

106. LITERATURE IN FOUR AGES: RENAISSANCE, BAROQUE, NEO-CLASSICAL, ROMANTIC (6 hrs.)

An introduction to literary history and critical analysis through the reading of major texts from Marlowe to Wordsworth. Open to all undergraduates except those who have taken 102 or 104. *The Staff*

107. INTERPRETATIONS OF MAN IN WESTERN LITERATURE (6 hrs.)

For description and prerequisite, see Interdepartmental 107. See also footnote on page 58.

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Courses 200-203 inclusive are planned as *workshops in writing*, with informal group meetings, sometimes fewer than three times a week, and frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being studied. Courses 301-305 inclusive continue the same plan at an advanced level.

200 (1), (2). SHORT NARRATIVE AND DRAMA (3 hrs.)

Particularly the short story and the one-act play. Prerequisite, 100. Not open to students who have taken three semesters of grade II work in writing or who are taking another writing course.

*Miss Prentiss, Miss Lever, Mr. Green*

201 (1), (2). THE ESSAY (3 hrs.)

Personal, critical, and biographical. Prerequisite, same as for 200.

*Miss Prentiss*

[1] Absent on leave.

[6] Appointed for the second semester only.

202 (1). POETRY (3 hrs.)

The writing of short lyrics and study of the art and craft of poetry. Open to juniors and seniors, and by permission to sophomores. *Mr. Booth*

203 (2). EXPOSITORY AND JOURNALISTIC WRITING (3 hrs.)

The writing of reviews, reports, news stories, and magazine articles. Prerequisite, same as for 200. *Miss Vande Kieft*

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210 (1), (2). MODERN POETRY (3 hrs.)

English and American poetry and poets, recent and contemporary. Open to sophomores who have taken six hours of literature in the department, and to juniors and seniors without prerequisite. *Mr. Ferry*

212 (2). MODERN DRAMA (3 hrs.)

The history of the drama of England and America from 1879 to our own day, with study of the influence of Ibsen and other continental dramatists. Prerequisite, same as for 210. *Mr. Garis, Miss Paulus*

214 (2). LITERATURE OF THE ENGLISH RENAISSANCE EXCLUSIVE OF DRAMA (3 hrs.)

The sonnet, the lyric, and narrative poetry; fiction, pamphlets, and literary criticism. Emphasis upon Sidney and Spenser as representing the spirit of the age. Prerequisite, same as for 210. (Not given in 1957-58.)

215 (1). INTRODUCTION TO SHAKESPEARE (3 hrs.)

The study of a number of representative plays, with emphasis on their dramatic and poetic aspects. Open to juniors and seniors only. Primarily for nonmajors. *Mr. Layman*

217 (1), (2). MILTON (3 hrs.)

A critical study of Milton as a master of lyric, epic, and dramatic poetry, and as a writer of notable prose. The character and genius of the poet, as influenced by the political and religious conflict of the time. Prerequisite, same as for 210. *Miss Hawk*

220 (1), (2). CHAUCER (3 hrs.)

A study of Chaucer's poetry, tracing the development of his art and showing the relation of his work to the social and literary background of his time. Prerequisite, same as for 210. *Miss Corsa*

221 (2). HISTORY OF ENGLISH DRAMA TO 1642 (3 hrs.)

Medieval popular religious drama, 16th century types of comedy, the development of Elizabethan tragedy, 17th century satiric plays, tragedy and tragicomedy. Emphasis on such major figures as Marlowe, Jonson, and Webster. Prerequisite, same as for 210. *Mr. Layman*

223 (1). AMERICAN LITERATURE (3 hrs.)

The beginnings of American literature and the social conditions out of which it grew, followed by a consideration of American writers through Melville. Emphasis upon major figures. Prerequisite, same as for 210.

*Miss Michael, Mr. Green*

224 (2). AMERICAN LITERATURE (3 hrs.)

American writers from Whitman to the present time. Emphasis upon major figures. Prerequisite, 223. *Miss Michael, Mr. Quinn*

225. THE DEVELOPMENT OF THE ENGLISH NOVEL (6 hrs.)

The growth of the novel from its beginning in the 18th century until recent times. Concentration on a limited number of major novelists from Defoe to Faulkner, but with attention to other significant figures and to historical developments. Prerequisite, same as for 210. Not open to those who have taken 226. *Mr. Kerby-Miller, Mr. Garis, Miss Johnson*

226 (1), (2). THE ART OF THE NOVEL (3 hrs.)

Major works of fiction by a selected group of writers, principally drawn from the modern period. Both intensive and extensive reading. Prerequisite, same as for 210. Not open to those who have taken 225.

*Miss Corsa, Miss Lever, Mr. Booth, Miss Vande Kieft*

230 (1). EARLY ROMANTIC POETS (3 hrs.)

Intensive study of the poems and critical writings of Blake, Wordsworth, and Coleridge. Prerequisite, same as for 210. *Mr. Ferry*

231 (2). LATER ROMANTIC POETS (3 hrs.)

The poetry and criticism of Byron, Shelley, and Keats. Prerequisite, same as for 210. *Mr. Houghton*

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Courses 301-305 inclusive are planned as *workshops in writing,* continuing the training of courses 200-203.

301 (1). THE SHORT STORY (3 hrs.)

Writing of short stories of different types, together with practice in critical evaluation of student work. Open by permission to juniors and seniors who have taken one grade II workshop. *Miss Prentiss*

304 (2). SEMINAR IN WRITING (3 hrs.)

Techniques of dramatic and narrative writing, with emphasis upon the writing of a long, sustained narrative. Open to seniors who have taken 301. By permission this course may be followed by 350 work. *Miss Berkman*

305 (2). JOURNALISTIC WRITING (3 hrs.)

The magazine article and other types of expository and journalistic writing. Stress on original and effective methods of presentation and the development of a finished expository style. Open to juniors and seniors who have taken one grade II workshop. (Not given in 1957-58.)

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307 (2). CRITICISM (3 hrs.)

Study of the basic principles of the great critics with their practical application to specific literary works. Special attention to modern trends in criticism. Open to juniors and seniors who have taken or are taking six hours of grade II literature courses in the department and, by permission, to other specially qualified students. (Not given in 1957-58.)

309. SHAKESPEARE (6 hrs.)

Shakespeare's development as dramatist and poet, studied through 20 plays. Some consideration of his debt to his contemporaries, his use of Elizabethan ideas, his theatre, representative source studies, Shakespearean criticism, theories of tragedy. Prerequisite, same as for 307. Not open to students who have taken 215. *Miss Balderston, Miss Michael*

310 (1). POPE AND SWIFT (3 hrs.)

Pope and Swift considered as representative writers of neo-classicism and rationalism, and as masters of satire. Prerequisite, same as for 307. *Mr. Kerby-Miller*

311 (2). THE AGE OF JOHNSON (3 hrs.)

The second half of the 18th century studied as the height of the rationalistic period and the beginning of the romantic era. Special attention to Dr. Johnson and his more important contemporaries, Boswell, Goldsmith, Burke, Gray, Cowper, and Burns. Prerequisite, same as for 307. *Mr. Kerby-Miller*

312 (2). THE ENGLISH LANGUAGE (3 hrs.)

The origin and growth of the English language, studied as a basis for understanding its structure and the nature and use of words in common speech today and in contemporary literature. Prerequisite, same as for 307. *Miss Lever*

313 (1). THE AGE OF DRYDEN (3 hrs.)

The literature of the Restoration: drama, lyrics, and satire, with special emphasis on John Dryden. The development of the modern outlook as seen in literature and learning. The growth of journalism and middle class literature in the hands of Defoe, Addison, and Steele. Prerequisite, same as for 307. (Not given in 1957-58.)

314 (1). VICTORIAN PROSE (3 hrs.)

The prose of Macaulay, Huxley, Carlyle, Mill, and Newman, studied with special reference to Victorian conceptions of politics, science, religion, and aesthetics. Prerequisite, same as for 307. *Mr. Houghton*

315 (2). VICTORIAN POETRY AND CRITICISM (3 hrs.)

The poetry of Tennyson, Browning, Arnold, Morris, and Clough. Prerequisite, 314, or 230 and an additional three-hour grade II literature course. Open to other students by permission. *Mr. Houghton*

316 (2). SEVENTEENTH CENTURY POETRY AND PROSE EXCLUSIVE OF MILTON (3 hrs.)

The stress and conflict of an age of transition, presented through the innovations of Donne and Jonson in poetry, and of Bacon, Browne, Burton, and Taylor in prose. Brief study of Cavalier and religious poetry. Prerequisite, same as for 307. *Miss Hawk*

317 (1). AMERICAN LITERATURE (3 hrs.)

Prose and poetry of the American Renaissance (1845-1855); Emerson, Hawthorne, Melville, Thoreau, and Whitman. Prerequisite, same as for 307. *Mr. Quinn*

318 (2). ADVANCED STUDIES IN THE NOVEL (3 hrs.)

Critical and aesthetic problems in the field of fiction, as seen in the work of three or four major writers. Individual study of one figure or literary problem. Prerequisite, 225, or 226 and an additional three-hour grade II literature course.

*Miss Berkman*

323 (1). SEMINAR. SIXTEENTH CENTURY LITERATURE (3 hrs.)

Intensive study of an author. Open, by application, to seniors who have taken six hours of grade III in literature, and to specially qualified juniors. (Not offered in 1957-58.)

324 (2). SEMINAR. SEVENTEENTH CENTURY LITERATURE (3 hrs.)

Intensive study of an author. Prerequisite, same as for 323. (Not offered in 1957-58.)

325 (1). SEMINAR. EIGHTEENTH CENTURY LITERATURE (3 hrs.)

Intensive study of an author. Prerequisite, same as for 323. (Not offered in 1957-58.)

326 (1). SEMINAR. NINETEENTH CENTURY LITERATURE (3 hrs.)

Intensive study of an author. Prerequisite, same as for 323. (Not offered in 1957-58.)

327 (2). SEMINAR. MODERN LITERATURE (3 hrs.)

Intensive study of a period or an author. William Butler Yeats, his work studied against the background of biography and critical theory. Prerequisite, same as for 323.

*Mr. Lowell*

328 (2). SEMINAR. AMERICAN LITERATURE (3 hrs.)

Intensive study of a period or an author. Herman Melville, his work studied against the background of biography and critical theory. Prerequisite, same as for 323.

*Mr. Quinn*

329 (1). SEMINAR. TRAGEDY AND COMEDY (3 hrs.)

An exploration of the nature of tragedy and comedy through the study of selected drama, fiction, and criticism. Prerequisite, same as for 323. (Not given in 1957-58.)

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to juniors and seniors.

### DIRECTIONS FOR ELECTION

The above courses, with certain exceptions, may be elected to fulfill the distribution requirement in Group I. These exceptions are writing courses and 312.

Course 100 counts for the Bachelor of Arts degree but does not count toward the major.

The major will include a concentration of 30 hours.* A semester grade II

* In special cases, with the permission of the department, a major of 24 hours may be permitted.

workshop, though not required, is very strongly recommended. At least 18 hours of literature must be elected, of which 15 are to be before the modern period (*i.e.* 210, 212, 226, 318, 327). For students interested in writing, a sequence of practice courses is provided, but no two writing courses may be taken simultaneously. Writing workshops are in general limited to fifteen. In applying for enrollment in seminars or 350 work, students of at least B standing in the work of the department will have first consideration.

All students majoring in English should shape their programs with the following expectations clearly and constantly in view:

(1) to know representative works of a variety of great writers in English;
(2) to relate these works to the culture of their times;
(3) to read closely and critically;
(4) to write not only with ease and accuracy but with regard for literary form and expression.

### PLACEMENT AND EXEMPTION EXAMINATIONS

Freshmen who secure the permission of the chairman may qualify for entrance to grade II work in literature by passing an exemption examination covering the material of course 106.

### RELATED COURSES

Knowledge of English history, of the course of European thought, and of at least one foreign literature at an advanced level (preferably in the original language) is of great value to the student of English. See, for example, History 103, 213, 217, 310; Philosophy 203 and 214; grade II and grade III courses in foreign literatures; see also Greek 104 and 203; Italian 103; Latin 105; Russian 201 and 202; Interdepartmental 107 (when not considered as part of the major†).

A student who wishes to teach English in secondary school should consider Education 200, 300 and 302, as well as English 312, THE ENGLISH LANGUAGE.

For opportunities to specialize in certain periods (*e.g.* the Middle Ages, the Renaissance), see courses in the departments of Art, History, other languages, Philosophy, *etc.* This correlation should be planned as early as possible.

## *FRENCH*

*Professors:* ANDRÉE BRUEL, DOCTEUR DE L'UNIVERSITÉ DE PARIS; DOROTHY WARNER DENNIS, B.A., DIPL.E.U.; EDITH MELCHER, PH.D.

*Associate Professors:* GERMAINE LAFEUILLE, AGRÉGÉE DES LETTRES, PH.D. (Chairman); RENÉ MARIE GALAND, PH.D.

*Assistant Professor:* CARLO ROGER FRANÇOIS, PH.D.

*Instructors:* OSMONDE SOLANGE LIMOUSIN, DIPL. E.S.; ELÉONORE M. ZIMMERMANN, PH.D.; LEO BERSANI, M.A.; JANINE LEA BRUNEAU, LICENCIÉE ÈS-LETTRES; MARIE-ANTOINETTE PENNÈS, AGRÉGÉE D'ANGLAIS

*Lecturers:* JEANETTE MCPHERRIN, M.A.; ANNE CUTTING JONES, PH.D.; MARGUERITE MAY IKNAYAN, PH.D.; BERNARD POLI, M.A., AGRÉGÉ D'ANGLAIS

† Since Interdepartmental 107 deals primarily with literature in translation, a student deciding to major in English after taking this course may count it in the major only if she follows a course of summer reading under the direction of the department.

All courses of the department are conducted in French. Oral expression is stressed.

Attention is called to the opportunity for residence in the French Center, Tower Court.

Qualified students may be recommended by the department for the junior year abroad. See page 30, The Junior Year Abroad.

101. ELEMENTARY COURSE (6 hrs.)

Intensive oral work, grammar and composition, reading of selected texts as an introduction to French life, with special study of Paris. Open to students who do not present French for admission. Four class periods.

*Miss Dennis, Miss Jones, Miss Bruneau, Miss Limousin*

102. PARIS AND THE PROVINCES (6 hrs.)

Short stories and novels illustrating life in various regions of France. Oral and written work. Grammar review. Prerequisite, 101, or two admission units in French. *Mr. François, Miss Jones, Miss Iknayan, Miss Zimmermann, Mr. Bersani, Miss Bruneau, Miss Limousin, Miss Pennès*

103. CONTEMPORARY FRENCH LIFE AND THOUGHT (6 hrs.)

Selected modern texts: novels, drama, poetry. Stress on grammar, vocabulary, and pronunciation. Frequent written work and oral practice. Prerequisite, three admission units in French. Recommended to students whose classroom work has been conducted mainly in English; see below, 104. Open to freshmen only.

*Miss Bruel, Miss Iknayan, Miss Zimmermann, Mr. Bersani, Miss Pennès*

104. FRENCH MASTERPIECES (6 hrs.)

Methods of critical analysis applied to the reading of works of various periods and genres: poetry, drama, fiction. Grammar review. Emphasis on oral expression and practice in writing. Prerequisite, three admission units in French, or 102. Recommended to freshmen whose classroom work has been conducted mainly in French; see above, 103. Not open to students who have taken both 101 and 102, or 103. *Mr. Galand, Mr. Poli, Miss Bruneau*

200. FRENCH LITERATURE THROUGH THE CENTURIES (6 hrs.)

First semester: from the Middle Ages to Voltaire. Second semester: from Voltaire to the present. Class discussion of selected masterpieces, short papers, outside reading. Prerequisite, 103, or four admission units in French; by permission, 102, or 104.

*Miss Melcher, Mr. Galand, Miss Iknayan, Miss Zimmermann, Mr. Bersani*

201. FRENCH CULTURE (6 hrs.)

French art and literature with a background of political and social history of France. First semester: Middle Ages and Renaissance. Second semester: 17th and 18th centuries. Background for advanced literature courses and for an understanding of modern France. Prerequisite, 103, 104, or four admission units in French; by permission 102.

*Miss Dennis, Mr. Poli, Miss Pennès*

204. THE MIDDLE AGES AND THE RENAISSANCE (6 hrs.)

French literature from the *Chanson de Roland* through the 16th century, with emphasis on *Tristan et Iseult, Le Roman de la Rose,* Villon, Rabelais, the

poets of the Pléiade, and Montaigne. Medieval texts read in modern French versions. Prerequisite, 103, 104; by permission, 200 or 201, or four admission units in French. *Miss Bruel*

212 (1). FRENCH DRAMA FROM DIDEROT TO THE END OF THE NINETEENTH CENTURY (2 hrs.)

The evolution of the *drame* from its origins in the 18th century; the romantic theatre, the comedy of manners, the problem play, the *Théâtre Libre*, the symbolist reaction. Prerequisite, 104 or a six-hour course of grade II; by permission, 103. By special arrangement with the instructor, three hours. *Miss Melcher*

213 (2). FRENCH DRAMA IN THE TWENTIETH CENTURY (2 hrs.)

Neo-classic and neo-romantic trends in modern drama; symbolism, the return to the ancient myths, the influence of existentialism. Prerequisite, 104, 212, or a six-hour course of grade II. By special arrangement with the instructor, three hours. *Miss Melcher*

220. STUDIES IN LANGUAGE. I (2 hrs.)

Grammar, translation, composition with stress on grammar. Weekly written work. Prerequisite, 103, 104, or four admission units in French; by permission, 102. *Miss Iknayan*

221. STUDIES IN LANGUAGE. II (2 hrs.)

Designed to develop greater facility and precision in written expression for students who already have some skill in the use of French. Grammar, composition, translation. Weekly written work. Prerequisite, 200, 201, 204, 212-213, or 220. *Mr. François, Mr. Bersani*

222 (1). CONVERSATION (1 hr.)

Study and use of new vocabulary through class discussion. Reading of French periodicals and newspapers to give some insight into contemporary French life and current events while providing material for practice in free oral expression. Open to students who are taking another grade II course in French or, by permission, to students taking a grade III course. Not open to freshmen. *Miss Zimmermann, Miss Pennès*

223 (2). CONVERSATION (1 hr.)

Similar to 222 in methods and aims. Prerequisite, same as for 222. *Miss Zimmermann, Miss Pennès*

224. FRENCH SPEECH. I (2 hrs.)

Scientific training in French diction and intonation; use of phonograph records, and recording of students' speech. Open to students who have taken 104, and to those who have taken or are taking a grade II or a grade III course in French. Recommended to students majoring in French. Two class periods a week and one hour of practice work. *Miss Dennis*

300. PRE-ROMANTICISM AND THE ROMANTIC PERIOD (1750-1850) (6 hrs.)

Awakening of sensibility in the 18th century: Diderot, Rousseau; Mme. de

Staël, Chateaubriand. The romantic generation: Lamartine, Vigny, Hugo, Musset; Stendhal, Balzac. Prerequisite, 200, 201, 204, or 212-213.
*Miss Melcher, Miss Lafeuille*

301. Classicism and the Age of Enlightenment (1600-1750) (6 hrs.)
French literature in the early 17th century; the development of classical literature; liberal ideas during the first half of the 18th century. Among the authors studied: the poets of the early 17th century, Corneille, Pascal, Molière, Racine, La Fontaine, La Bruyère, Montesquieu, Voltaire. Open to juniors and seniors who have taken 204, 212-213, or a six-hour course of grade III; by permission, 200, 201. *Mr. François*

305. The Evolution of the French Novel (6 hrs.)
Intensive reading of representative masterpieces: medieval romances and stories; *Gargantua* and *Pantagruel;* novels of the classical period and 18th century, such as *l'Astrée, la Princesse de Clèves, Manon Lescaut, la Nouvelle Héloïse;* 19th century novels including works by Stendhal, Balzac, Flaubert, Maupassant, and Barrès. Open to juniors and seniors who have taken 204, 212-213, or a six-hour course of grade III. *Miss Bruel*

307. Modern French Literature (6 hrs.)
The origins and development of symbolism, the religious renascence, surrealism, existentialism, present-day trends. Among the authors studied: Baudelaire, Mallarmé, Proust, Gide, Claudel, Rimbaud, Malraux, Sartre. Open to seniors who have taken a six-hour course of grade III. *Mr. Galand*

308 (1). Studies in Language. III (2 hrs.)
French stylistics. Designed to develop appreciation of style and shades of meaning, and ability to express complex thought in French with discernment and accuracy. Translation, mainly from English to French: criticism, political theory, fiction, poetry, etc. Occasional free composition. Recommended to majors. Open to juniors and seniors who have taken or are taking a six-hour course of grade III. *Mr. Poli, Miss Limousin*

310 (2). Studies in Language. III (2 hrs.)
A continuation of 308, with different subjects and texts. Primarily for students who have taken 308. Prerequisite, same as for 308.
*Mr. Poli, Miss Limousin*

313. France Today (2 hrs.)
Study of various aspects of 20th century France. Prerequisite, same as for 308. *Miss Bruel*

316. French Speech. II (2 hrs.)
Advanced scientific training in French diction and intonation with the aid of modern recording equipment. Study of varied texts and practice in oral composition and self-expression. Open to students who are taking 308 and 310, or by permission. (Not offered in 1957-58.)

321. Seminar. Medieval Language and Literature (6 hrs.)
Close reading of medieval masterpieces in Old French: *La Chanson de*

*Roland,* a romance by Chrétien de Troyes, the poems of Villon, extracts from other texts. Open to seniors by permission. (Not given in 1957-58.)

*Miss Bruel*

322 (1). SEMINAR. INTENSIVE STUDY OF ONE AUTHOR (3 hrs.)

The life and works of a writer in relation to the social history and literary trends of his period. In 1957-58 the author studied will be André Gide. Prerequisite, same as for 321. *Miss Melcher*

323 (2). SEMINAR. CURRENTS OF THOUGHT IN FRENCH LITERATURE (3 hrs.)

The analysis and interpretation of a selected subject such as the rise and evolution of the democratic ideal in France, the French Renaissance, conflicts of ideas in the 18th century, the evolution of French romanticism, trends in present-day literature. Prerequisite, same as for 321. (Not given in 1957-58.)

350. RESEARCH OR INDEPENDENT STUDY (2 to 6 hrs.)

Open to seniors by permission.

### DIRECTIONS FOR ELECTION

Courses 104, 200, 201, 204, 212-213, and grade III courses (except 308, 310, 313, 316) may be elected to fulfill the literature requirement in Group I.

Course 101 counts for the degree but does not count toward a major.

Course 102 counts for the major only if directly followed by a six-hour course of grade II.

Students taking courses 101 and 102 should not elect a third course of grade I. Students planning to major in French (with the exception of those who carried a grade II course in their freshman year) should not elect a second six-hour course of grade II without permission of the department.

Courses 221, 308, 310 give valuable training in language skill. Students majoring in French should plan to elect at least two of these courses. Courses 224 and 316 will give intensive training in diction.

Students majoring in French are advised to include 301 in their program. Students proposing to elect 307 in the senior year are advised to elect 300 or 301 in the junior year.

Special attention is called to Education 302 (Principles of Teaching). This course may be counted toward a French major or as a related subject.

### RELATED COURSES SUGGESTED FOR ELECTION

Geography 208, and History 210 and 211 are especially useful for French majors.

Students who may wish to do graduate work in French are advised to begin the study of a second modern language.

The following courses are suggested for a sound program of related work:

French 300: English 230, 231; German 204, 304, 305; Italian 204.

French 301: Greek 203; Latin 105; courses in Italian and Spanish literature which include the 16th and 17th centuries; Philosophy 214.

French 305: English 225; Spanish 302.

French 307: English 210, 226; German 312; Italian 201; Spanish 204.

By careful choice of related courses, a student majoring in French may plan

a field of concentration emphasizing one period, such as the Middle Ages, the Classical period, or contemporary France. Students interested in such a plan should consult the chairman of the department as early as possible.

## *GEOGRAPHY*

*Associate Professor:* ELIZABETH EISELEN, PH.D. (Chairman)
*Instructor:* ELEANOR THERESE BRZENK, PH.D.

*Custodian:* MARGARET MARSH STEELE, B.A.

104 (1), (2). GEOGRAPHY OF THE UNITED STATES, CANADA, AND ALASKA (3 hrs.)
A study of the various elements of the natural environment and of the principles underlying their distribution, with special reference to the major geographic regions of Anglo-America. Particular consideration given to environmental factors of importance to current economic and political problems. Open to all undergraduates. *Miss Eiselen*

105 (2). GEOGRAPHY OF SOUTH AMERICA (3 hrs.)
A study of the environmental characteristics of the countries of South America; the influence of environment on colonization and upon the present and possible future economic development of the various countries. Open to freshmen who have taken 104, and to sophomores, juniors and seniors without prerequisite. *Miss Eiselen*

208 (1), (2). GEOGRAPHY OF EUROPE (3 hrs.)
A study of the geographic character of the European continent through the regional approach within each country; emphasis on both natural environment and human imprint in the regions; special attention given to the geographical basis for current political and economic problems. Open to sophomores who have taken 104, and to juniors and seniors without prerequisite. *Miss Brzenk*

211 (2). CARTOGRAPHY (3 hrs.)
History of maps; principles and problems involved in map making and map interpretation; use of aerial photographs and other source materials. Opportunity in laboratory for individual map projects to suit special interests of the student. Prerequisite, same as for 208. Four periods a week; in general, two of lecture and two of laboratory. *Miss Brzenk*

212 (1). CONSERVATION OF NATURAL RESOURCES (3 hrs.)
A study of the need for and the principles governing the conservation of natural resources; problems of floods, water supply, land reclamation, forest, grassland, soil, wildlife, and mineral and fuel supplies. Prerequisite, same as for 208. *Miss Eiselen*

303 (2).* GEOGRAPHY OF MIDDLE AMERICA (3 hrs.)
A geographic study of Mexico, Central America, and the Caribbean Islands; the environmental background for the formation of the many political units and for the economic development of the various countries and natural regions. Open to juniors and seniors who have taken six hours of regional geography,

* Offered in alternate years.

and to juniors and seniors majoring in Spanish who have taken 104 or 105. *Miss Eiselen*

305 (2).* GEOGRAPHIC PROBLEMS IN AFRICA AND THE MIDDLE EAST (3 hrs.)

A study of the geography of Africa and the Middle East with emphasis on selected geographic problems. Open to juniors and seniors who have taken six hours of regional geography, or, by permission, to specially qualified students. (Not offered in 1957-58.) *Miss Eiselen*

308 (1).* GEOGRAPHY OF ASIA (3 hrs.)

A study of the geographic character of the Asiatic continent, emphasizing China, Korea, Japan, and India-Pakistan; attention given to the physical features as well as the strong cultural imprint on the land; special recognition given to the geographical background for Asia's current problems. Prerequisite, same as for 305. (Not offered in 1957-58.) *Miss Brzenk*

310 (1).* GEOGRAPHIC PROBLEMS IN THE SOVIET UNION (3 hrs.)

Intensive study of significant geographic problems in the U.S.S.R. Open to juniors and seniors who have taken 208 and another course in regional geography, or, by permission, to specially qualified students. *Miss Brzenk*

311 (1). SEMINAR. WORLD PATTERNS (3 hrs.)

Study of selected physical elements of geography from the systematic approach as the basis for the correlation of the repeated geographic patterns of the continents into world patterns. Projects on Australia and other areas not covered in the regional courses. Required of senior majors; open to seniors who have taken twelve hours of regional geography. *The Staff*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open, by permission, to senior majors.

### DIRECTIONS FOR ELECTION

Courses 104, 105, 208, 211 may be elected as non-laboratory science courses to fulfill part of the Group III distribution requirement. Other courses in geography do not count for distribution.

A geography major should include 104, 105, 208, 211 and 311. In addition, related work should include Botany 207 or Geology 101 (1). Geology 204 correlates well with geography.

## *GEOLOGY*

*Professor:* LOUISE KINGSLEY, PH.D. (Chairman)
*Instructor:* DABNEY WITHERS CALDWELL, M.A.

*Custodian:* MARGARET MARSH STEELE, B.A.

101.† GENERAL GEOLOGY (6 hrs.)

First semester: physiography. A study of rocks and minerals of the earth's crust; agents such as rivers, glaciers, and oceans which modify the landscape; mountain building and the earth's interior.

* Offered in alternate years.

† The first semester may be elected separately by juniors and seniors who have taken a full year of laboratory science in another department.

Second semester: historical geology. The origin of the earth and the sequence of geologic events by which its present characters have been developed, including the origin of mineral deposits. The evolution of life on the earth.

Open to all undergraduates. Six periods a week: in general, three of lecture or discussion and three of laboratory. Occasional afternoon field trips substituted for laboratory work. *The Staff*

103 (1). GEMS AND RELATED MINERALS (3 hrs.)

A study of physical properties of minerals. Laboratory work: determination of physical properties, identification, cutting and polishing semiprecious stones. Open to all undergraduates. Two periods of lecture and two of laboratory. Counts toward a major in geology but not for distribution. (Not offered in 1957-58.) *Miss Kingsley*

202 (1). MINERALOGY (3 hrs.)

A study of common ore, rock-forming, and accessory minerals. Geologic occurrence and economic use. Identification by physical properties and simple chemical tests. Field trips. Prerequisite, Geology 101 or 103, Chemistry 101, or Interdepartmental 106. Two three-period appointments for lecture and laboratory. *Mr. Caldwell*

204 (2). GEOMORPHOLOGY (3 hrs.)

A study of land forms and their origin; their use in interpretation of geologic history; streams, glacial features and shore processes studied in the field and in the laboratory. Quantitative studies of topographic maps and stream-gauge data. Practical application of geomorphology. Open to students who have taken one semester of 101. Four hours a week. (Not offered in 1957-58.) *Mr. Caldwell*

205 (1). INVERTEBRATE PALEONTOLOGY (3 hrs.)

The facts and principles of organic evolution as revealed by the life of the past. The steps in the development from simple, generalized forms to more complex and specialized types illustrated by a comparative study of fossils. Prerequisite, 101, Zoology 101, or Interdepartmental 103. Four hours a week of lecture and laboratory. *Miss Kingsley*

206 (2). REGIONAL GEOLOGY OF NORTH AMERICA (3 hrs.)

A systematic study of the United States, Canada, and Mexico by physiographic provinces, dealing with the geologic history, the kinds of rocks (including the economically important rocks), the structures and their relations to topography. Prerequisite, 101. Four hours a week; in general, three of lecture and one of laboratory. *Miss Kingsley*

207 (2). ECONOMIC GEOLOGY (3 hrs.)

A study of economically valuable mineral deposits, both metallic and nonmetallic. The origin, composition, and geological and mineralogical relations of these deposits; their geographic distribution and political significance. Prerequisite, 101 and 202. Lecture, class discussion, and laboratory.

*Mr. Caldwell*

312 (2).* CRYSTALLOGRAPHY (3 hrs.)

Crystal systems. Principles of optical crystallography. Determination of minerals by means of their optical properties. Open to juniors and seniors who have taken 202. Juniors and seniors majoring in chemistry or in physics admitted to the course upon the recommendation of either department. Two two-period appointments for lecture and laboratory. *Mr. Caldwell*

313 (1). STUDIES IN STRATIGRAPHY (3 hrs.)

Various aspects of sedimentary rocks such as lithology, origin, environments of deposition, structures and relationships studied as aids in reading the stratigraphic record. Various laboratory techniques utilized in determining origin, history, and correlation of sedimentary materials. Individual study projects. Prerequisite, 101 and 202. Two two-period appointments for lecture and laboratory. *Mr. Caldwell*

314 (1). STRUCTURAL GEOLOGY (3 hrs.)

Description and interpretation of rock structures. The origin and structure of mountain ranges. Individual study of areas of special interest. Laboratory work: interpretation of geologic maps, the drawing of cross-sections, and graphical solution of problems. Open to juniors and seniors who have taken 101 and a grade II course in geology. Lecture and laboratory, with occasional field trips. (Not offered in 1957-58.) *Miss Kingsley*

315 (2). VULCANISM AND IGNEOUS ROCKS (3 hrs.)

Extrusive and intrusive phases of vulcanism. Description, identification, and origin of igneous and related metamorphic rocks. Particular emphasis on regional studies. Open to juniors and seniors who have taken 101 and 202. Lecture and laboratory, with occasional field trips. *Miss Kingsley*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open, by permission, to juniors and seniors who are majoring in the department.

SUMMER FIELD COURSES. The department will recommend summer field courses given by other colleges (dealing chiefly with the Rocky Mountain region) to interested students who have completed one year or more of geology at Wellesley. Credit may be given for such courses provided the student's plans are approved in advance by the department.

## DIRECTIONS FOR ELECTION

A geology major must include 101. Grade II courses should be selected with a view to the type of advanced work which the student desires. Advice from the department should be secured. A summer field course in western United States is suggested as a good background for advanced courses.

Students interested in minerals will find good correlation among the following courses: 103, 202, and 312.

Geography 212 and the regional courses correlate well with geology. Chemistry is desirable for students majoring in geology. Those intending to do graduate work should consult the department in the selection of related courses.

* Offered in alternate years.

## GERMAN

*Associate Professors:* MAGDALENE SCHINDELIN, PH.D.; BARBARA SALDITT, PH.D. (Chairman)
*Instructor:* MARTHA JULIA GOTH, PH.D.

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German. Capable students in 101 have the opportunity, by doing special reading during the summer and upon approval of the Chairman, to omit 102 and proceed with 202, an introductory course in German literature. A summer term at the German School, Middlebury College, is recommended as stimulating and helpful.

Well qualified students will be allowed to spend the junior year in Germany. See page 30, The Junior Year Abroad.

101. ELEMENTARY COURSE (6 hrs.)

Study of grammar and vocabulary; frequent written exercises; reading of short stories; special emphasis on oral expression. Open to students who do not present German for admission. Four class periods. *The Staff*

102. INTERMEDIATE COURSE (6 hrs.)

Extensive reading with emphasis on vocabulary building; review of fundamental principles of grammar; frequent composition and oral expression; discussion of German culture. Prerequisite, 101 or two admission units in German. *Miss Salditt, Miss Goth*

104. OUTLINE HISTORY OF GERMAN LITERATURE (6 hrs.)

First semester: an introduction to German literature from its beginning to the 17th century. Second semester: an introduction to the 17th and 18th centuries, Schiller and Goethe. Open to freshmen who present three or more admission units in German. (Not offered in 1957-58.) *Miss Salditt*

202. INTRODUCTION TO GERMAN LITERATURE (6 hrs.)

A study of the development of German literature and its cultural background from 800-1800. Works read and discussed are: the *Hildebrandslied,* selections from the *Nibelungenlied,* the works of Wolfram, Gottfried, Hartmann, the Minnesingers; *Volkslied,* selections from Luther, Hans Sachs, Lessing, Herder, Schiller, Goethe. Prerequisite, 102 or, by permission, 101. Open to freshmen by permission. *Miss Schindelin, Miss Salditt*

204 (1). GOETHE (3 hrs.)

Goethe's life and work; his literary growth studied with emphasis on his development from "Sturm und Drang" to classicism. Prerequisite, 104 or 202. *Miss Salditt*

205 (1). GERMAN LITERATURE OF THE EARLY NINETEENTH CENTURY (3 hrs.)

The development from romanticism to realism, studied in such authors as: Eichendorff, Novalis, Stifter, and Hebbel. Open to students who have taken 104 or 202 and, by permission, to other students with sufficient knowledge of German. (Not given in 1957-58.) *Miss Goth*

206. CONVERSATION (2 hrs.)

Practice in the use of the spoken language. Class discussions based on readings in newspapers, periodicals, and other contemporary materials. Open to students taking 202, and to others by permission of the instructor.

*Miss Schindelin*

207 (2). ADVANCED COMPOSITION AND CONVERSATION (3 hrs.)

Intensive work in written and oral German; composition, translation, grammar. Prerequisite, 202 or 206, or, by permission, 104. (Not offered in 1957-58.)

*Miss Goth*

209 (2). LINGUISTICS (2 hrs.)

Study of the structure of the German language: advanced syntax, morphology, semantics, with emphasis on synonomy. Prerequisite, 202 or 206, or, by permission, 104. (Not offered in 1957-58.)

304 (2). GOETHE'S *Faust* (3 hrs.)

Intensive study of Goethe's *Faust,* Part I; extensive study of Part II. Prerequisite, 202 and 204. *Miss Salditt*

305 (2). FROM CLASSICISM TO ROMANTICISM (3 hrs.)

A study of the following authors and their respective relationships to classicism or romanticism: Schiller, Hölderlin, Kleist. Prerequisite, 204 or 205.

*Miss Goth*

306 (2). FROM LESSING TO HERDER (3 hrs.)

Literary trends in the 18th century. Extensive selections from Lessing, Herder, and Winckelmann. Prerequisite, 304. (Not offered in 1957-58.)

*Miss Salditt*

308 (1). LITERATURE OF THE LATER NINETEENTH AND THE EARLY TWENTIETH CENTURIES (3 hrs.)

Intellectual and aesthetic trends of the period. Varied texts: dramas, lyric poetry, novels, essays, letters of representative authors. Prerequisite, 204 or 205, and open to seniors by permission of the instructor. *Miss Schindelin*

312 (2). LITERATURE OF THE TWENTIETH CENTURY (3 hrs.)

Aspects and tendencies of 20th century literature from the First World War to the present time. Prerequisite, same as for 308. *Miss Schindelin*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to seniors.

### DIRECTIONS FOR ELECTION

To fulfill the literature requirement in Group I, students may elect courses 104, 202, 204, 205, and grade III courses.

Course 101 may be counted for the degree but not for the major.

Course 102 may count for the major.

Students who begin with 101 in college and wish to major in German should consult the department in order to obtain permission to omit 102 and take 202 and 206.

Students intending to major in the department are requested to take 104 or 202 and at least 12 hours of grade III work.

## *GREEK*

*Professor:* BARBARA PHILIPPA MCCARTHY,[1] PH.D.
*Instructors:* GLORIA SHAW LIVERMORE, M.A., OXON. (Acting Chairman); EMILY TOWNSEND VERMEULE, PH.D.

101. BEGINNING GREEK (6 hrs.)

Reading of brief passages from the great poets and prose writers of ancient Greece, accompanied by the study of forms and syntax. In the second semester longer selections from Herodotus and Euripides' *Alcestis*. Open to students who do not present Greek for admission. *Miss Livermore*

102. MODERN GREEK (2 hrs.)

Practice in reading and speaking the Greek of today. Open by permission. (Not offered in 1957-58.) *Miss McCarthy*

104 (2). CLASSICAL MYTHOLOGY (3 hrs.)

The more important classical myths, read in English translations of Greek and Latin authors; their relation to the religion and art of ancient times; their later influence. Open to all undergraduates. *Mrs. Vermeule*

201 (1). PLATO (3 hrs.)

*Apology, Crito* and selections from the *Phaedo*. The personality of Socrates and his position in the development of Greek thought. Prerequisite, 101 or two admission units in Greek, or by permission. *Miss Livermore*

202 (2). HOMER'S *Odyssey* (3 hrs.)

Selected books of the *Odyssey* or other reading to meet the needs of the class. Intended primarily for those who have already studied the *Iliad*. Prerequisite, 201. (Not given in 1957-58.) *Miss Livermore*

203 (1), (2). GREEK EPIC AND TRAGEDY IN ENGLISH TRANSLATION (3 hrs.)

The *Iliad* and *Odyssey*, and plays of Æschylus, Sophocles, and Euripides. The origin of epic poetry and tragedy and their influence on later literature. Open to juniors and seniors without prerequisite, and to sophomores who have taken a course in literature in any department.

*Miss Goodfellow, Mrs. Vermeule*

205 (2). HOMER'S *Iliad* (3 hrs.)

Selected books of the *Iliad*. Prerequisite, 201 or by permission. *Mrs. Vermeule*

301. GREEK DRAMA (6 hrs.)

Study in Greek of one play by each of the dramatic poets: Æschylus, Sophocles, Euripides, Aristophanes; reading of other plays in translation. Prerequisite, 205 or 202, or by permission.

*Miss Livermore, Mrs. Vermeule*

[1] Absent on leave.

302. GREEK POETRY FROM HOMER THROUGH THEOCRITUS (6 hrs.)

Epic, lyric, and pastoral poetry. Prerequisite, 205 or 202. (Not offered in 1957-58.) *First semester, Miss McCarthy; second semester, Miss Livermore*

306. GREEK PROSE FROM HERODOTUS THROUGH LUCIAN (6 hrs.)

Reading from Herodotus, Thucydides, Plato, and Lucian, chosen according to the interests of the class. Prerequisite, 205 or 202. *Miss Goodfellow*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open to seniors by permission.

### DIRECTIONS FOR ELECTION

To fulfill the literature requirement in Group I, students may elect any course in Greek except 101, 102.

Courses 104 and 203 may not be counted toward a major in Greek.

Students majoring in Greek are advised to elect some work in Latin. Their attention is also called to the courses in Greek history, Greek art, and Greek philosophy.

Students interested in archeology are referred to the interdepartmental major in classical archeology (see page 47).

Qualified students may fulfill the second semester of the Biblical history requirement by electing Biblical History 210, THE FIRST THREE GOSPELS IN GREEK.

## *HISTORY*

*Professors:* EVELYN FAYE WILSON, PH.D.; HENRY FREDERICK SCHWARZ, PH.D. (Chairman)

*Associate Professors:* CHARLOTTE ELIZABETH GOODFELLOW, PH.D.; EDWARD VOSE GULICK, PH.D.

*Assistant Professors:* JOSEPH LEWIS SULLIVAN, PH.D.; RALPH WELLER GREENLAW,[3] PH.D.; ALICE BIRMINGHAM COLBURN, PH.D.; GABRIEL JACKSON, DOCTEUR DE L'UNIVERSITÉ DE TOULOUSE

*Instructors:* KATHRYN LEE CONWAY TURNER, M.A.; LEONARD MENDES MARSAK, PH.D.; WILLIAM BRAASCH WATSON,[4] M.A.

101. MEDIEVAL AND EARLY MODERN EUROPE (6 hrs.)

A study of the origins of modern European civilization through the Renaissance and Reformation. Political, social, and economic institutions and concepts under changing conditions; the development of Christianity; the assimilation of the heritage of the ancient world; feudalism and the rise of the middle class; the growth and expansion of the national state. Open to all undergraduates.

*Miss Wilson, Mr. Greenlaw, Mr. Watson*

102. MODERN EUROPEAN HISTORY (6 hrs.)

A survey of the European world in the 17th century; the evolution of modern Europe as determined by such movements as colonial expansion, economic and political revolutions, ideological changes, and international relations. The emergence of present world problems. Open to all undergraduates.

*Mr. Gulick, Mr. Sullivan, Mr. Jackson, Mr. Marsak*

[3] Absent on leave for the first semester.

[4] Appointed for the first semester only.

103. History of Western Thought (6 hrs.)

The basic ideas which have moulded western civilization traced in their development from classic times in relation to the major trends in western European history. Illustrated by reading from works of great historical importance. Open to juniors and seniors who have not taken 101 or 102 and, by permission, to freshmen and sophomores who have some knowledge of European history.

*Mr. Schwarz, Mr. Sullivan, Mrs. Colburn, Mr. Marsak*

200. History of Europe from the Decline of Rome to the Present Time (6 hrs.)

The evolution of medieval society; the emergence of national states; ideological and cultural changes; European expansion overseas; the development of nationalism, democracy, and authoritarianism; world conflicts. (Primarily for non-majors.) Open to juniors and seniors, except those who have taken 101 or 102.

*Mr. Schwarz*

202 (1), (2). Europe in the Twentieth Century (3 hrs.)

The causes and course of World War I; the peace settlements; revolutions and the emergence of communism, fascism and national socialism; social and economic tensions; rivalries among the powers; World War II and the post-war era. Prerequisite, six hours in history, or political science, or economics.

*Mr. Jackson*

205 (2). Colonial America (3 hrs.)

The foundation and growth of the British colonies in America. Emphasis upon colonial policy and administration, and upon the causes and course of the American Revolution. Open to juniors and seniors without prerequisite, and to other students who have taken six hours in history or who have taken or are taking Economics 204, English 223, Geography 104. (Not offered in 1957-58.)

206.* Central Europe (6 hrs.)

A survey of Central Europe—Germany, Poland, Bohemia, and the Danube Valley—since the 14th century; the political evolution of the states in this area, with emphasis on social and cultural developments and relationships. Open to students who have taken six hours in history or who are giving special attention to the study of German. (Not offered in 1957-58.) *Mr. Schwarz*

209.* Modern Russia (6 hrs.)

The expansion of the Russian state under the imperial and communist regimes; efforts at reform in the 18th and 19th centuries, the growth of revolutionary movements, the Bolshevik seizure of power, and the continuing problems of the Soviet government. First semester, Muscovy and the Empire to the end of the 19th century; second semester, the Tsarist failure and the new totalitarianism. By permission, either semester may be taken independently. Open to all seniors, to juniors who have taken or are taking another course in history, and to sophomores who have taken six hours. *Mr. Sullivan*

210 (1). The Age of Louis XIV in France (3 hrs.)

Society and government in France during the "golden age" of absolutism. A

* Offered in alternate years.

study of the nature of the absolute monarchy and foreign relations under Louis XIV, with analysis of the social and intellectual life of the age. Prerequisite, six hours of history; no prerequisite to those giving special attention to the study of French. Not open to freshmen. *Mr. Marsak*

211 (2). THE ENLIGHTENMENT, THE FRENCH REVOLUTION, AND NAPOLEON (3 hrs.)

An analysis of the intellectual, social, and political forces in France after 1715 which combined to produce the crisis of 1789. Followed by a study of the era of the Revolution and Empire, with emphasis on the new social and political ideals of this period and on the relations of France with Europe. Prerequisite, same as for 210. *Mr. Greenlaw*

213. HISTORY OF ENGLAND (6 hrs.)

A general survey of English history, political, social, economic, and cultural, with special emphasis on England's contributions to the modern world. Some attention to England's oversea expansion and the formation of the British Empire. Open to sophomores, juniors, and seniors who have taken six hours in history or are giving special attention to English literature, political science, economics, or sociology. *Mrs. Colburn*

214. THE HISPANIC WORLD (6 hrs.)

First semester: the Moslem-Hebrew-Christian civilization of the Middle Ages, the Reconquest and Spanish Renaissance, the age of discovery and the colonial era in Latin America. Second semester: the Latin American republics since the Independence; cultural renaissance and critical political developments in 19th and 20th century Spain. Prerequisite, six hours in history. No prerequisite to sophomores, juniors and seniors majoring in Spanish. By permission of the instructor, either semester may be taken separately.
*Mr. Jackson*

217. THE RENAISSANCE AND REFORMATION IN EUROPE (6 hrs.)

A study of relationships between economics, politics, and culture in western Europe, 1300-1600: the rise of capitalism and the middle class, the renaissance state, and humanism in its various aspects. In the second semester, the Protestant revolt and the Catholic reformation. By permission, either semester may be taken independently. Prerequisite, six hours in history or art. *Miss Wilson*

218.* HISTORY OF SCIENCE (6 hrs.)

For description and prerequisite, see Interdepartmental 218.

221 (1). THE FOUNDING OF AMERICAN NATIONALITY, 1787-1865 (3 hrs.)

The colonial period, the framing and adoption of the Constitution, economic and political developments, the growth of nationalism and sectionalism, the Civil War. Open to juniors and seniors without prerequisite, and to other students who have taken six hours in history or who have taken or are taking Economics 204, Geography 104, or Political Science 201 or 202. Not open to freshmen. *Mrs. Turner*

* Counts as related work but not as part of a major in history.

222 (2). The Emergence of Modern America, 1865 to the Present Time (3 hrs.)

The era of reconstruction, the triumph of capitalism, the progressive period, the New Deal, and the role of the United States in world affairs during the 20th century. Prerequisite, same as for 221. *Mrs. Turner*

225 (1). International Relations: the Far East (3 hrs.)

China and Japan in the 19th and 20th centuries, with emphasis on their distinctive cultures, the impact of the West on those cultures, the Chinese revolution, Japanese expansion, and the emergence of Chinese communism. Special attention to the interests of Europe and America in the Far East. Open to all seniors, to juniors who have taken or are taking another course in history, and to sophomores who have taken six hours. *Mr. Gulick*

302.* Civilization of Greece (6 hrs.)

A study of the Near Eastern civilizations by which the Greeks were influenced. The social, economic, and political development of the Greek city-state; the most significant aspects of Greek civilization for the Western World. Museum trips, illustrated lectures, and readings from works of the great writers. Open to juniors and seniors who have taken or are taking six hours of grade II in history; no prerequisite to those who are giving special attention to the classics or Greek philosophy. By permission the first semester may be taken independently. (Not offered in 1957-58.) *Miss Goodfellow*

303.* Civilization of Rome (6 hrs.)

Rome's experiments in government and the attempts of her statesmen to solve the social and economic problems of the Republic and Empire; Rome's culture and legacy to the modern world. Museum trips, illustrated lectures, and readings from the sources. Open to juniors and seniors who have taken or are taking six hours of grade II in history; no prerequisite to those who are giving special attention to the classics. By permission the first semester may be taken independently. *Miss Goodfellow*

304 (2). England Under the Tudors and Stuarts (3 hrs.)

The Renaissance and Reformation in England; Puritanism and its accompanying democratic ideals; the constitutional struggles of the 16th and 17th centuries; social and economic changes initial to the founding of the British Empire. Open to juniors and seniors who have taken 12 hours in history. (Not offered in 1957-58.)

305. Diplomatic History of Europe since 1789 (6 hrs.)

Problems of European diplomacy and statecraft from 1789 to the present, with emphasis on the Congress of Vienna, the Eastern Question, Bismarck, the causes of World War I, peacemaking in 1919, and the causes of World War II. Open to juniors and seniors who have taken 12 hours of history, including three hours of modern history; by permission, to specially qualified students in political science or economics who have taken History 102 or 200. *Mr. Gulick*

* Offered in alternate years.

306. BRITAIN SINCE 1815 (6 hrs.)

A study of the political, socio-economic, and intellectual developments in 19th and 20th century Britain, and Britain's role in foreign and imperial affairs. First semester, 1815 through the mid-Victorian period; second semester, the late Victorian era to the present. Open to juniors and seniors who have taken 12 hours of history, including three of modern European history; by permission, to specially qualified students in English literature, political science, or economics. By permission the first semester may be taken independently.

*Mrs. Colburn*

307. AMERICAN FOREIGN RELATIONS (6 hrs.)

The origin and establishment of the foundations of American foreign policy; the diplomatic problems arising from territorial and commercial expansion during the 19th century; the role of the United States in international affairs to the present time. Open to juniors and seniors who have taken 12 hours in history, or nine hours in history and Economics 314, or who have taken six hours of modern history and have taken or are taking Political Science 208 or 301.

*Mrs. Turner*

308 (2). EUROPEAN IMPERIALISM SINCE 1870 (3 hrs.)

Survey of European overseas empires from 1870 to the present, tracing their growth, their special problems, the development of colonial nationalism, and the changes after World War II. Emphasis on the motives and on the prominent theories of imperialism. Primary attention to Africa. Open to juniors and seniors who have taken 12 hours in history or nine hours in history and Economics 314.

*Mr. Gulick*

309. MEDIEVAL CULTURE FROM ST. AUGUSTINE TO DANTE (6 hrs.)

A study of society, thought, and learning in the early Middle Ages, the influence of Byzantine and Moslem civilizations in the West, the medieval renaissance, and the synthesis of the 13th century. Open to juniors and seniors who have taken a course of grade I or II, or are taking a course of grade III.

*Miss Wilson*

310. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES (6 hrs.)

The ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy and social institutions from the colonial period to the present time. Open to juniors and seniors who have taken 221 and 222, or by permission. *Mrs. Turner*

312 (2).* INTERNATIONAL RELATIONS: THE NEAR EAST (3 hrs.)

The evolution of European interest in the critical area between the Eastern Mediterranean and the Persian Gulf during the decline of the Turkish Empire in the 19th century with emphasis on 20th century conflicts resulting from national aspirations and economic tensions. Open to juniors and seniors who have taken a course of grade I and have taken or are taking six hours of grade II in history, or have taken six hours of grade II in history. Open by permission to specially qualified non-majors. (Not offered in 1957-58.) *Mr. Sullivan*

* Offered in alternate years.

313 (1).* Russia in Transition. A Century of Russian Civilization (3 hrs.)

Life and thought in Russia since the middle of the 19th century. Changes in ideas concerning political institutions, social structure, ethical and artistic standards, with special attention given to prominence and significance in Russian history of Tolstoy, Dostoyevsky, and Lenin. Prerequisite, same as for 312. (Not offered in 1957-58.) *Mr. Sullivan*

314.* Political and Cultural History of Germany since the Seventeenth Century (6 hrs.)

A study of German society, and the evolution of the intellectual and artistic life of Germany against the background of political institutions and relationships, from the middle of the 17th through the 19th century. Attention given to the diversity of German culture and to the effect of outside influences and their assimilation. Open to juniors and seniors who have taken or are taking six hours of grade II in history. Open by permission to specially qualified non-majors.

*Mr. Schwarz*

315 (2). Seminar. Interpretations of History (3 hrs.)

The changing conceptions of history as illustrated by a study of selected historians from Herodotus to the present time. Emphasis upon the relation of these conceptions to the intellectual background out of which they developed and their influence upon contemporary historical thought. Open to senior majors by permission. *The Staff*

350. Research or Independent Study (3 or 6 hrs.)

Open by permission to juniors and seniors who have taken or are taking a course of grade III in history.

### Directions for Election

Students electing history may choose any of the introductory courses 101, 102 or 103, but not more than one of these courses may be counted in a major.

For purposes of the general examination in history required of major students, the work of the department has been distributed among five fields: (1) Ancient, (2) Medieval and Early Modern to 1648, (3) Modern European, (4) American and Latin-American, (5) International Relations (includes also foreign policy, diplomatic history, imperialism, British Empire). A student concentrating in history will normally distribute her elections so as to include at least a semester's work above the level of grade I in *three* of these fields. It is, nevertheless, also possible, if a student so desires, to design a major which will conform to these limitations, and at the same time emphasize a period (e.g. Medieval) or an area (e.g. the history of international relations) of study. Students who wish to make such an emphasis should consult with the chairman or with their special adviser in the department as early as possible.

It is suggested that students other than history majors who propose to teach history elect at least 24 hours in the department.

### Placement and Exemption Examinations

Students who before entering college have had unusual preparation in European history with regard to both amount and type of training may apply

* Offered in alternate years.

for examination for exemption from the requirement for distribution, or for entrance directly into grade II work. In addition to the evidence offered by the examination, they will be expected to give further indication of their training by submitting papers prepared in secondary school for their classes in history.

## *INTERDEPARTMENTAL COURSES*

103.* AN INTRODUCTORY COURSE IN BIOLOGY (6 hrs.)

A course designed to introduce the student to fundamental biological principles as a basis for an understanding of the nature and the unity of living things and of the place of man in the biologic world. Open to students who have not offered biology for admission. In general, two hours of lecture and discussion and four of laboratory or field work. *Mrs. Houck, Mrs. Weston*

106.* AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE (6 hrs.)

A course designed to acquaint the student with some of the basic concepts of physics and chemistry, the characteristics which these sciences possess in common, and an appreciation of the methods by which the concepts have been developed. Selected fundamental concepts and principles studied in a setting which includes both the circumstances surrounding their evolution and their effect on modes of scientific thought. Open to students who do not present chemistry or physics for admission. Three periods of lecture and discussion and one three-period laboratory appointment. (Not offered in 1957-58.)
*Miss Webster, Miss Fleming*

107.** INTERPRETATIONS OF MAN IN WESTERN LITERATURE (6 hrs.)

Representative views of the nature of man, and of his relation to the universe and society, reflected in the work of major writers of the Western world; the expression of their thought in significant artistic form, such as epic, drama, essay. Open to sophomores, juniors, and seniors, and to specially qualified freshmen by permission of the Dean of Freshmen. *Miss Taylor, Mrs. Hamilton*

218.*** HISTORY OF SCIENCE (6 hrs.)

A course designed to trace the development of scientific ways of thinking and to show how scientific ideas, methods and theories both reflect and influence man's thought in other areas. Topics from physical and biological science selected from several historical periods. Open to juniors and seniors who have taken six hours in a laboratory science and in history or philosophy. Three periods of lecture and discussion. *Miss Webster*

## INTERDEPARTMENTAL MAJOR

For description of an interdepartmental major in Classical Archeology, see page 47.

* This course may be elected to fulfill the laboratory science requirement in Group III.

** This course may be elected to fulfill the literature requirement in Group I.

*** This course may be elected to complete the distribution requirement in Group III after the student has taken a six-hour laboratory course.

## *ITALIAN*

*Associate Professor:* GRAZIA AVITABILE, PH.D. (Chairman)
*Instructor:* LYDIA SOLIMENE KAVANAGH, M.A.

The language of the classroom is Italian except for occasional necessary explanations of grammar and idioms.

Qualified students are permitted to spend the junior year in Italy with the foreign study group of Smith College.

A summer term at the Italian School, Middlebury College, is recommended.

101. ELEMENTARY COURSE (6 hrs.)

The fundamental elements of Italian grammar and a general view of Italian civilization. Frequent oral and written exercises. Reading aloud with special emphasis on correct pronunciation. Four class periods. Open to students who do not present Italian for admission. *The Staff*

103. INTRODUCTION TO THE ITALIAN RENAISSANCE (6 hrs.)

First semester: intensive study of the Italian language with particular reference to reading. Second semester: reading and discussion of selections from outstanding Italian authors of the period, such as: Petrarca, Boccaccio, Vasari, Leonardo da Vinci, Machiavelli, Castiglione, Bandello, Ariosto, Tasso. English is the language of the classroom. No prerequisite. Open to juniors and seniors. *Miss Avitabile*

201. ITALIAN LITERATURE OF THE TWENTIETH CENTURY (6 hrs.)

Drama, fiction and poetry in the works of representative authors such as D'Annunzio, Pirandello, Moravia, Ungaretti. Prerequisite, 101. *Mrs. Kavanagh*

203 (1). INTERMEDIATE ITALIAN (3 hrs.)

Emphasis on language, composition, and conversation through the use of material which deals with contemporary Italy. Prerequisite, 101. *Miss Avitabile*

204. ITALIAN LITERATURE OF THE NINETEENTH CENTURY (6 hrs.)

Romanticism, classicism, nationalism, realism. An intensive study of selected works by Foscolo, Manzoni, Leopardi, Carducci, Verga, and Pascoli. Prerequisite, 101. *Mrs. Kavanagh*

301.* DANTE (6 hrs.)

A study of Dante's *Divina Commedia* and minor works. Prerequisite, 201, 204, or by permission 302. *Miss Avitabile*

302 (2). ADVANCED ITALIAN (3 hrs.)

Translations from contemporary prose. Conversation based on articles in Italian newspapers and reviews. Prerequisite, 201, 203, or 204. *Miss Avitabile*

305.* THE ITALIAN RENAISSANCE (6 hrs.)

Trends, aspirations, and achievements as revealed in the works of authors such as: Petrarca, Boccaccio, Alberti, Machiavelli, Castiglione, Ariosto, and Tasso. Prerequisite, same as for 301. *Miss Avitabile*

* It will be the privilege of students in grade III courses to have access to the manuscripts and early—often contemporary—editions of Italian authors contained in the Frances Pearsons Plimpton Collection in the college library.

309* (2). SEMINAR. ITALIAN ROMANTICISM (3 hrs.)

Research in some significant phases of Italian Romanticism. Open by permission. (Not given in 1957-58.) *Miss Avitabile*

350.* RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to juniors and seniors who have taken or are taking a course of grade III in the department.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in Group I, students may elect any course except 101, 103, 203, and 302.

It is recommended that students majoring in Italian take as related work at least one course in another literature, ancient or modern, and one or more courses in European history and art. Majors are advised to include in their programs 203 and 302.

Course 101 may not count toward the major.

## *LATIN*

*Professors:* DOROTHY MAE ROBATHAN, PH.D.; MARGARET ELIZABETH TAYLOR, PH.D. (Chairman)
*Associate Professor:* CHARLOTTE ELIZABETH GOODFELLOW, PH.D.
*Instructor:* GLORIA SHAW LIVERMORE, M.A., OXON.

102. BEGINNING LATIN (6 hrs.)

A course designed to enable students to acquire in one year the basic preparation for the reading of Latin authors. Form, syntax, reading of simple Latin and selections from classical writers. Open to students who do not present Latin for admission. *Miss Robathan*

103. VERGIL AND LYRIC POETRY (6 hrs.)

Epic: Selections from the *Æneid;* Lyric: Catullus and Horace. Prerequisite, two admission units of Latin or three units not including Vergil, or 102. *Miss Taylor*

105 (2). LATIN LITERATURE IN ENGLISH TRANSLATIONS (3 hrs.)

The most important prose and poetry of Rome, such as the works of Plautus and Terence, Lucretius, Cicero, Vergil, Horace, and Tacitus. Their influence on modern literary forms. Lectures on the development of Latin literature. Open to all students except those who have taken or are taking 201. *Miss Robathan*

106. MEDIEVAL LATIN (6 hrs.)

Readings from Latin writers in the fields of literature, history, and philosophy of the Middle Ages, including Cassiodorus, Gregory the Great, Bede, Geoffrey of Monmouth, Erasmus, Abelard, the chroniclers of the Crusades, the romancers of the *Gesta Romanorum,* religious drama, songs of the Goliards, and church hymns. Only so much attention given to linguistic study as the reading requires.

* It will be the privilege of students in grade III courses to have access to the manuscripts and early—often contemporary—editions of Italian authors contained in the Frances Pearsons Plimpton Collection in the college library.

Prerequisite, two or three admission units of Latin, or 102. (Not offered in 1957-58.) *Miss Goodfellow*

201. LATIN LITERATURE OF THE REPUBLIC AND EARLY EMPIRE (6 hrs.)

Reading of the first semester drawn from a variety of types and authors: the lyrics of Catullus, a comedy of Plautus or Terence, and an essay of Cicero; the second semester largely devoted to the Odes of Horace. Prerequisite, four admission units of Latin or 106; or three units including one of Vergil. *Miss Robathan*

206. COMPOSITION (2 hrs.)

Studies in syntax and the writing of Latin prose. Prerequisite, 103 or 106 or 201. *Miss Robathan*

211 (1). LUCRETIUS (3 hrs.)

Reading from the *De Rerum Natura,* the poetry and philosophy of Epicureanism. Prerequisite, 103 or 201. *Miss Taylor*

212 (2). IDEALS OF EARLY ROME (3 hrs.)

Selections from the authors of the Golden Age, especially Livy, Cicero, and Ovid, correlated with the student's earlier reading of Vergil and Horace. Reading to vary from year to year depending upon the themes selected for emphasis. Prerequisite, 103 or 201. *Miss Goodfellow*

302 (1). SATIRE. HORACE AND JUVENAL (3 hrs.)

The origin and development of satire as a literary form. Special emphasis upon the satires of Horace and Juvenal. Prerequisite, 211 and 212. (Not given in 1957-58.) *Miss Robathan*

303 (2). LATIN INSCRIPTIONS (3 hrs.)

Selected inscriptions studied both for form and content as sources for the study of Roman public and private life. Prerequisite, 211 and 212. (Not offered in 1957-58.) *Miss Robathan*

304 (1). TOPOGRAPHY AND MONUMENTS OF ROME (3 hrs.)

The physical development of the city as revealed by the archeologist. Some reading in Latin sources as background for the study of sites and monuments. Prerequisite, 211 and 212. (Not offered in 1957-58.) *Miss Robathan*

305 (1). COMEDY. PLAUTUS AND TERENCE (3 hrs.)

Careful study of representative plays followed by the rapid reading of others. The sources of Latin comedy, its linguistic and literary features, and its influence upon later literature. Prerequisite, 211 and 212. *Miss Robathan*

306 (2). STUDIES IN ROMAN RELIGION (3 hrs.)

The changing religious experience of the Republican period and of the early Empire; the influence of oriental cults. Readings from the sources, especially from Livy, Cicero, and Ovid. Prerequisite, 211 and 212. (Not offered in 1957-58.) *Miss Taylor*

309 (1). PROSE LITERATURE OF THE EARLY EMPIRE (3 hrs.)

History: Livy, Tacitus, Suetonius, Velleius Paterculus. Reading based on choice of topics. Prerequisite, 211 and 212. *Miss Goodfellow*

311 (2). VERGIL (3 hrs.)

The *Eclogues, Georgics, Æneid.* The poet's achievement in the pastoral, didactic and heroic epic; studies in his literary inheritance from the Greek and his influence on later literature. Prerequisite, 211 and 212. *Miss Taylor*

312 (2). POETRY OF THE EMPIRE (3 hrs.)

Elegy: Tibullus, Propertius, Ovid. Selections from representative poets of the later period. Prerequisite, 211 and 212. *Miss Robathan*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to juniors and seniors.

DIRECTIONS FOR ELECTION

The literature requirement in Group I may be met by electing from the following list of courses: 103, 105, 106, 201, 211, 212, 302, 305, 309, 311, 312.

Courses 102, 105, count for the degree but do not count toward a major in Latin.

Students intending to major in Latin are advised to take at least one course in Greek and History 303. Attention is also called to Art 201 and 209 and to courses in ancient philosophy.

Students who plan to teach Latin are strongly advised to elect at least six hours of grade III and Education 302.

Courses 303, 304, and 306 should in general be elected only in combination with courses in Latin literature.

Recommended students may elect an interdepartmental major in classical archeology (see page 47).

## *MATHEMATICS*

*Professors:* MARION ELIZABETH STARK, PH.D.; HELEN GERTRUDE RUSSELL, PH.D. (Chairman)
*Assistant Professor:* JACQUELINE PASCAL EVANS, PH.D.
*Instructor:* EDITH MOSS, M.A.

Students should consult the announcements of the departments of astronomy, chemistry, economics, philosophy, and physics for courses to which mathematics is either an absolute or an alternative prerequisite.

106. TRIGONOMETRY, ANALYTIC GEOMETRY, INTRODUCTION TO THE CALCULUS (6 hrs.)

Plane trigonometry, plane analytic geometry, elementary differentiation and integration with applications. Prerequisite, three admission units in mathematics. *Miss Moss, Miss Evans*

107. ANALYTIC GEOMETRY, INTRODUCTION TO THE CALCULUS (6 hrs.)

Similar to 106, but with additional topics and applications connected with analytic geometry and elementary calculus. Prerequisite, three admission units in mathematics and a substantial course in trigonometry.

*Miss Stark, Miss Russell, Miss Moss*

202. DIFFERENTIAL AND INTEGRAL CALCULUS (6 hrs.)

A study of the derivative and the integral including geometric and physical interpretations. Prerequisite, 106 or 107. *Miss Russell, Miss Evans*

205 (1).* INTRODUCTION TO MATHEMATICAL STATISTICS (3 hrs.)

Fundamental statistical methods, with special emphasis on the use of elementary mathematics and calculus in the development of theory and in practice. Assigned laboratory work included. Prerequisite or corequisite, 202. (Not offered in 1957-58.) *Miss Stark*

206 (1).* DESCRIPTIVE GEOMETRY (3 hrs.)

Theory underlying architectural and engineering drawing. Problems involving the use of two or more planes of projection in representing points, lines, and planes. Revolution applied to measurement. Prerequisite or corequisite, 202. Knowledge of solid geometry and consultation with the instructor on this subject required of students electing this course. Three periods of lecture or discussion with two laboratory periods. *Miss Stark*

302. FUNCTIONS OF A REAL VARIABLE (6 hrs.)

Continuity and other properties of functions, convergence of series, point-set theory, infinite integrals, Fourier series, and other allied subjects. Prerequisite, 202. *Miss Stark*

303 (1).† DIFFERENTIAL EQUATIONS (3 hrs.)

An introductory course in ordinary differential equations. Prerequisite, 202. *Miss Russell*

304 (2).* INTRODUCTION TO MODERN ALGEBRAIC THEORY (3 hrs.)

Topics in algebraic theory which are of importance in the study of geometry and analysis as well as in the development of higher algebra. Prerequisite, 202. *Miss Russell*

308. FUNCTIONS OF A COMPLEX VARIABLE (6 hrs.)

Elementary treatment of analytic functions. Infinite series, transformations, and conformal mapping. Prerequisite, 302. *Miss Evans*

309 (2).* PROJECTIVE GEOMETRY (3 hrs.)

Concepts and theorems of projective geometry developed by both synthetic and analytic methods. Prerequisite, 202. (Not offered in 1957-58.) *Miss Russell*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open to seniors by permission.

### DIRECTIONS FOR ELECTION

A major must include at least 12 hours of grade III in mathematics.

Only those students who have completed satisfactorily at least six hours of grade III in mathematics will be recommended as teachers of mathematics.

* Offered in alternate years.

† Astronomy 300, Physics 304, Physics 308 may be counted toward a major in mathematics. Physics 308 must be preceded by Mathematics 303.

### PLACEMENT AND EXEMPTION EXAMINATIONS

An examination for exemption from a course in mathematics to satisfy partially the distribution requirement in Group III will be offered to students who have been unusually well prepared in algebra, trigonometry, analytic geometry, and the elements of differentiation and integration.

Students desiring to enter directly into grade II work may either apply for the exemption examination or give evidence of having completed the work in secondary school in a satisfactory manner.

## *MUSIC*

*Professors:* HOWARD HINNERS, B.A.; HUBERT WELDON LAMB, B.A. (Chairman)
*Research Librarian:* HELEN JOY SLEEPER, M.A., MUS.B.
*Instructors:* MARILYN PURNELL, M.A.; ELIZABETH DAVIDSON, B.A.; DONALD MINTZ, M.F.A.

*Lecturer:* WILLIAM A. HERRMANN, JR., M.A. (Director of the Choir)

*Instructors in Practical Music:* DAVID BARNETT, B.A., MUS.D. (Hon.) (Piano); ALFRED ZIGHERA (Cello); MELVILLE SMITH, B.A. (Organ); KLAUS GOETZE (Piano); RUTH POSSELT BURGIN (Violin); MARGARET TORBERT DUESENBERRY, M.A. (Violin and Director of the Orchestra); JAMES PAPPOUTSAKIS (Flute); FRANK COCHRAN TAYLOR II, B.A. (Organ); ELEANOR MIRIAM DAVIS, M.MUS. (Voice)

101. FUNDAMENTALS AND ELEMENTARY ANALYSIS (6 hrs.)

Notation, modes, intervals, chords. Analytical study of the elements of music. Introduction to the principles of harmony as exemplified in the forms of the classical period. Drill in ear training, sight singing, clef reading, and transposition. Open to all undergraduates. Four periods a week, one of lecture and three section meetings. *Miss Davidson*

103. INTRODUCTION TO MUSICAL LITERATURE (6 hrs.)

An historical survey course designed to develop the student's musical understanding, insight, and powers of observation through the study of music of various styles and periods. No previous knowledge of music required. Open to sophomores, juniors, and seniors who have taken no other course in the department, and to qualified freshmen by permission of the chairman. Not to be counted toward a major. Three hours of lecture and one section meeting a week. *Mr. Herrmann, Miss Purnell*

200. HISTORY OF MUSICAL STYLE (6 hrs.)

A survey of materials and methods of composition from the earliest times to the present. Open to students who have taken 101 or who have been exempted from 101 on the basis of the test in fundamentals. Two two-hour periods of lecture and conference a week. *Mr. Mintz*

201. ELEMENTARY HARMONY (6 hrs.)

Triads and their inversions, secondary dominants, modulation, and nonharmonic tones. Harmonization of melodies and unfigured basses. Ear training. Prerequisite, same as for 200. Students must have sufficient facility at the keyboard to play hymn tunes at sight. *Mr. Hinners*

209 (1). THE CLASSICAL PERIOD (3 hrs.)

The development of the classical sonata, string quartet, symphony, and concerto. Prerequisite, 101 or 103. Not to be counted toward a major.
*Mr. Mintz*

210 (2). THE ROMANTIC PERIOD (3 hrs.)

Study of the larger forms of the 19th century through analysis of selected works. Prerequisite, 101 or 103. Not to be counted toward a major.

*Miss Purnell*

214 (2). THE TWENTIETH CENTURY (3 hrs.)

An introduction to contemporary music through analysis of representative compositions. Prerequisite, 200 or 209. Not to be counted toward a major. (Not given in 1957-58.) *Miss Purnell*

300. DESIGN IN MUSIC (6 hrs.)

Detailed analysis of representative works illustrating the evolution of forms and structural procedures in the music of the 17th, 18th, and 19th centuries. Main emphasis on the period from Bach through Beethoven. Prerequisite, 200 or 201. Not open to students who have taken or are taking 301. *Mr. Hinners*

301. COUNTERPOINT (6 hrs.)

The principles of two- and three-part writing. Composition in small forms. Analysis. Prerequisite, 201. Two periods a week with a third at the pleasure of the instructor. *Mr. Lamb*

305 (1). THE SIXTEENTH CENTURY (3 hrs.)

A study of the musical traditions associated with the Renaissance. Open to juniors and seniors who have taken 200 or 201. *Miss Purnell*

306 (1). THE SEVENTEENTH CENTURY (3 hrs.)

Studies in baroque style. The *basso continuo* and *concertato* traditions. Rise of dramatic music. Open to juniors and seniors who have taken six hours of grade II. *Mr. Mintz*

307 (2). THE OPERA (3 hrs.)

A study of operatic forms, styles, and traditions from the time of Mozart to the present. Prerequisite, same as for 306. *Mr. Herrmann*

309 (2). BACH (3 hrs.)

The style of J. S. Bach and its place in the history of music. Analysis of selected vocal and instrumental works. Open to juniors and seniors who have taken 200 and either 201 or 300. *Mr. Mintz*

310. ADVANCED HARMONY (6 hrs.)

Dominant sevenths, complete and incomplete dominant ninths, the augmented sixth chords and secondary sevenths. Ear training and advanced analysis. Prerequisite, 201. *Mr. Hinners*

318 (1). SEMINAR: BEETHOVEN (3 hrs.)

The development of the style of Beethoven to its culmination in the *Ninth Symphony,* the *Missa Solemnis,* and the last quartets. Prerequisite, same as for 309. *Mr. Lamb*

319 (2). THE NINETEENTH CENTURY (3 hrs.)

A study of the principal styles of the romantic period. Prerequisite, same as for 309. One three-period class a week. *Mr. Mintz*

325 (2). SEMINAR: STRAVINSKY (3 hrs.)

A study of the more important works and of their place in the music of the first half of the 20th century. Open to juniors and seniors who have taken 200 or 201. *Mr. Lamb*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Directed study in theory, orchestration, composition, or the history of music. Open to seniors by permission.

### PRACTICAL MUSIC (INSTRUMENTAL AND VOCAL LESSONS)*

Instruction is provided in piano, organ, violin, violoncello, and voice, and arrangements may be made for private instruction in other instruments. Though no academic credit is given for such study, the department strongly recommends it as a complement to the course work in music. Students in piano who wish to do so may supplement their private lessons with group study which is available to them without additional charge as part of the piano course. Advanced students of string instruments or piano are eligible, also without additional charge, for group instruction in the performance of chamber music.

Candidates for the B.A. degree may take practical music provided they take or have already taken a course in the theory of music. Courses in the literature of music may serve as corequisites or prerequisites to practical music for students who pass a qualifying test in music fundamentals. Practical music is an elective, and students wishing to take it should notify the department in accordance with the procedure required for the election of an academic course.

Instruction in practical music is available to graduates of Wellesley College and to residents of the town of Wellesley by special arrangement.

Practical music study is normally undertaken on a yearly basis, though with the permission of the chairman of the department it may be elected for a single semester only. Students whose work proves unsatisfactory may be required to discontinue their lessons.

The College subscribes for eight seats in the Saturday series of the Boston Symphony Orchestra. Tickets for these concerts are available at cost, and students taking music courses are given preference in the use of them.

### DIRECTIONS FOR ELECTION

For a 24 hour major, the following courses are required: 101, 200, 300, 305, 325.

For a 30 hour major, one of the following sequences is required:

(*a*) 101, 200, 300, 305, 325, and six hours from among the following: 201, 306, 307, 309, 318, 319.

(*b*) 200, 201, 301, 305, 310, 325 (101 prerequisite; those taking this sequence are strongly advised to elect six hours of additional grade III courses in the literature of music).

Sequence (*b*) is recommended to students interested in an intensive study of

* Students who elect practical music are charged at the rate of $115.00 for a half-hour lesson per week throughout the year. The charge for the use of a practice studio is $20.00 per year for one period daily. The charge for a daily period of organ practice is $30.00. Practical music fees are payable in advance by semesters, and are not subject to return or reduction except upon recommendation of both the Dean of Students and the department chairman.

the technical aspects of music. Students preparing for graduate study, teaching, or other professional work in music should take this sequence.

Suggested correlative subjects for students majoring in music: European history, literature, art.

A knowledge of German, French, Italian, and Latin is, in the order named, important for students of music.

### PRELIMINARY TEST IN FUNDAMENTALS

In the fall prior to the opening of classes, the department requires all students who elect a first course in music other than 103 to take a short test in fundamentals. The results of this test will be used as a basis for placement in sections of 101 and to admit students of sufficient advancement to grade II courses.

## *PHILOSOPHY*

*Professor:* VIRGINIA ONDERDONK, B.A. (Chairman)
*Assistant Professors:* ELLEN STONE HARING, M.A.; NATHANIEL ROE, PH.D.
*Instructors:* LILLIAN WOODWORTH AIKEN, PH.D.; INGRID HESS STADLER, M.A.

*Lecturer:* CATHERINE SEARS HAMILTON, PH.D.

101 (1), (2). INTRODUCTION TO CLASSICAL PHILOSOPHY (3 hrs.)

A study of the writings of Plato and Aristotle in order to investigate the nature of philosophical inquiry and to examine theories fundamental in Western thought; i.e., of the universe, man, society. Open to all undergraduates. *The Staff*

104 (1), (2). INTRODUCTION TO MORAL PHILOSOPHY (3 hrs.)

An examination of some outstanding moral theories, discussion to include such topics as the good, the right, freedom, moral obligation. Open to freshmen who have taken 101, and to others without prerequisite. *The Staff*

105 (2). TRENDS IN RECENT PHILOSOPHY (3 hrs.)

A study of modern theories such as pragmatism, positivism, analytic philosophy, evolutionism, existentialism. Open to freshmen and sophomores who have taken 101 or 104, and to juniors and seniors without prerequisite. *The Staff*

201 (2). FURTHER STUDIES IN PLATO AND ARISTOTLE (3 hrs.)

A comparative study of the two decisive originators of Western philosophy, with emphasis upon their theories of knowledge and being. The reading will include the *Symposium, Meno,* and *Theatetus,* and selections from the *Analytics, Physics,* and *Metaphysics.* Prerequisite, 101. *Mrs. Haring*

203 (1). AESTHETICS (3 hrs.)

A study of some classical and contemporary philosophies of art and beauty, emphasizing the nature and function of works of art. Open to sophomores who have taken a course in the department and to juniors and seniors without prerequisite. *Mrs. Haring*

206 (1), (2). ETHICAL THEORY (3 hrs.)

A systematic study, stressing contemporary works in ethics, of the problems of the meaning and justification of moral judgments and the nature of moral reasoning. Open to students who have taken one course in the department. (Not offered in 1957-58.) *Mr. Roe*

211 (2). PHILOSOPHY OF RELIGION (3 hrs.)

A philosophical examination of basic problems regarding the nature and grounds of religious belief, the existence of God, freedom of the will, evil. Open to juniors and seniors. *Miss Onderdonk*

214. STUDIES IN THE DEVELOPMENT OF MODERN PHILOSOPHY (6 hrs.)

A study of important European philosophies from Descartes to Nietzsche designed to give students a knowledge of the chief philosophical systems and to provide some philosophical background for the understanding of related movements in literature and the natural and social sciences. Prerequisite, same as for 203. *Miss Onderdonk, Mrs. Aiken*

216 (1). FUNDAMENTAL PRINCIPLES OF LOGIC (3 hrs.)

A study of the forms of valid reasoning with emphasis on the analysis and symbolic formulation of ordinary English sentences and the deduction of simple conclusions. Some discussion of such notions as *implication, proof, consistency, definition, postulate.* Open to sophomores who have taken a course in philosophy or mathematics, and to juniors and seniors without prerequisite. *Miss Onderdonk*

217 (2). INDUCTIVE LOGIC (3 hrs.)

An examination of the logical problems of formulating and verifying theories in the observational and experimental sciences. Open to sophomores who have taken 105, and to juniors and seniors without prerequisite. *Mr. Roe*

218.* HISTORY OF SCIENCE (6 hrs.)

For description and prerequisite, see Interdepartmental 218.

306 (2). ADVANCED LOGIC (3 hrs.)

A study of modern developments of logic including a discussion of the nature of a deductive system, the logic of classes, and the calculus of propositions. Prerequisite, 216. Two periods a week with a third at the pleasure of the instructor. *Miss Onderdonk*

311 (2). KANT (3 hrs.)

An intensive study of the philosophy of Kant, with some consideration of Kant's position in the history of philosophy. Open to juniors and seniors who have taken or are taking 214. (Not given in 1957-58.) *Mr. Roe*

321 (1). SEMINAR: THEORIES OF KNOWLEDGE (3 hrs.)

An inquiry into the nature of knowledge and truth. Readings chosen primarily from contemporary material. Prerequisite, 214, or 216, and 217. *Mr. Roe*

322 (2). SEMINAR: METAPHYSICS (3 hrs.)

An examination of theories about the ultimate constituents of reality, focusing on Whitehead's system but with some reference to other philosophies. Prerequisite, 214. *Mrs. Haring*

* Counts as related work but not as part of a major in philosophy.

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open to seniors by permission.

DIRECTIONS FOR ELECTION

To meet the distribution requirement for a year's work in philosophy, students should elect 101 and either 104 or 105; or one of these courses followed by 206; or 214.

A major in philosophy must include 201, 214, and six hours of grade III work in the department.

All majors are urged to take a course in psychology, and are advised that a knowledge of Greek or French or German is desirable. Those planning to do graduate work are strongly urged to include 216 in their major.

## *PHYSICAL EDUCATION*

*Associate Professors:* ELIZABETH BEALL, PH.D. (Chairman); KATHARINE FULLER WELLS, PH.D.; ELINOR MARIE SCHROEDER, PH.D.
*Assistant Professor:* MARION ISABEL COOK, M.A.
*Instructors:* JULIA MAY BROWN, M.ED.; GWENDOLYN MAE STOSE, M.S.; HERBERTA MARIE LUNDEGREN, M.ED.; BEVERLY ANNE BULLEN, M.S.; KATE ROSS BARRETT, B.S.; SHIRLEY MARIE MANS, B.S.; ROSEMARY MCLEMORE, B.A.

*Registrar:* MARION DOROTHY JAQUES, B.A.
*Musician for the Dance:* KATHRYN R. HODGSON

The Department of Physical Education, through its program adapted to individual needs and abilities, aims to help each student to build up sufficient strength and vitality to meet the demands of a normally active life; to appreciate and practice fundamental health habits; to develop good carriage, a sense of rhythm, coordination and motor judgment; to be a cooperative and contributing participant in group activity; and to acquire skills which will contribute to interest in wholesome forms of recreation.

Two hours a week of physical education activities are required for freshmen and sophomores. The activity program of each year is divided into four seasons: fall, winter (1), winter (2), spring.

*Activity Requirement:* The department requires that during their first two years at college students should take: (a) at least two seasons of individual sport (either the same or different sports); (b) at least one season of group activity (i.e. team sport, modern dance, synchronized swimming, or folk dance); (c) fundamentals of movement, during winter (1) of the freshman year.

A student's choice of activity is subject to approval of the department, on the basis of the results of the medical and physical examinations, and the student's previous experience.

*Posture Requirement:* Every student is expected to attain a grade of at least C minus on her posture photograph. Failure to meet this requirement at the end of the second year of winter work will necessitate enrollment in course 125 until the standard is attained or until the end of the winter season of the senior year. The 122 winter grade will be withheld until this requirement is fulfilled.

121 and 122. ACTIVITIES

Choice of the following: *Fall:* Archery, canoeing, crew, diving, golf, hockey, modern dance, swimming, tennis, volleyball. *Winter* (1): Freshmen: Funda-

mentals of movement. Sophomores: American and English folk dance, badminton, basketball, fencing, modern dance, skiing, squash, swimming, synchronized swimming. *Winter* (2): American and English folk dance, badminton, basketball, fencing, modern dance, skiing, squash, swimming, synchronized swimming. *Spring:* Archery, canoeing, crew, diving, golf, lacrosse, modern dance, swimming, tennis, volleyball. Required of freshmen and sophomores, two periods a week. *The Staff*

124 and 125. POSTURE AND BODY MECHANICS

Recommended for freshmen and sophomores whose orthopedic condition indicates the need of individually planned exercise. Two periods a week; Sophomores: winter (1) or (2); Freshmen: winter (2), with 121 and 122 fall and spring. *Miss Wells*

127 and 128. TECHNIQUE OF TEACHING ACTIVITIES OR OF OFFICIATING

Recommended for students planning to assist in teaching in a summer camp, playground, social service agency, or recreation center. Choice of the following: *Fall:* Modern dance. *Winter* (1-2): Basketball officiating, rhythmic activities for children. *Spring:* Archery, canoeing, tennis. *First Semester:* Senior life saving, water safety instructors. *Second Semester:* Camp leadership, senior life saving, water safety instructors. Any of these courses may be substituted for part of the activity requirement except by freshmen during winter (1). Prerequisite, basic skills in the particular activity and permission of the instructor. Permission of the class dean is required for water safety instructors' course which meets three periods a week. *The Staff*

131 and 132. MODIFIED ACTIVITIES

Choice of the following: *Fall:* Archery, canoeing, golf, swimming, tennis, volleyball. *Winter:* (1): Freshmen: Modified fundamentals of movement; Sophomores: American and English folk dance, badminton, fencing, swimming, recreational activities. *Winter* (2): American and English folk dance, badminton, fencing, swimming, recreational activities. *Spring:* Archery, canoeing, golf, swimming, tennis, volleyball. Required of freshmen and sophomores whose physical condition indicates the need of modified activities. Two hours a week. *The Staff*

DIRECTIONS FOR ELECTION

Students (including juniors and seniors) and also faculty may elect with the permission of the department any of the activities listed under 121, 122, 124, 125, 127, 128, 131, and 132.

## *PHYSICS*

*Professor:* DOROTHY HEYWORTH, PH.D. (Chairman)
*Associate Professor:* JANET BROWN GUERNSEY, PH.D.
*Assistant Professor:* PHYLLIS JANE FLEMING, PH.D.
*Assistant:* DOROTHEA D DEB. GREENE, M.A.

101. ELEMENTARY PHYSICS (6 hrs.)

Designed to give an intelligent understanding of man's physical environment and the everyday applications of the fundamental laws of mechanics, heat, electricity, sound, and light. Open to students who do not offer physics for

admission. Three periods of lecture and discussion with one three-period laboratory appointment. *Miss Heyworth, Miss Fleming, Mrs. Greene*

104. ELEMENTARY PHYSICS (6 hrs.)

The same topics as in course 101, but with greater emphasis upon the mathematical development of the subject. Open to students who do not offer physics for admission. Prerequisite, three admission units in mathematics. Three periods of lecture and discussion with one three-period laboratory appointment. *Miss Heyworth, Miss Fleming, Mrs. Greene*

105 (1). FUNDAMENTAL PRINCIPLES OF PHYSICS (3 hrs.)

Selected topics in mechanics; wave motion and its applications in sound and light; current electricity. Open to students who offer physics for admission. Three periods of lecture and discussion, with one three-period laboratory appointment. *Mrs. Guernsey, Mrs. Greene*

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE (6 hrs.)

For description and prerequisite, see Interdepartmental 106. This course will, by special arrangement, serve as prerequisite for grade II courses in physics.

200 (2). MODERN PHYSICS (3 hrs.)

Introduction to the kinetic theory of gases. Waves and particles; atomic and nuclear structure. Optical and X-ray spectra; the periodic table of elements. Radioactive decay. Prerequisite, 101, 104, 105, or exemption from 105. Three periods of lecture and discussion with laboratory work. *Miss Fleming*

201 (1). ELECTRICITY (3 hrs.)

Direct and alternating current phenomena. Methods of measurement; general circuit theory. Prerequisite, 101, 104, 105, or exemption from 105. Additional prerequisite or corequisite, Mathematics 106 or 107. Three periods of lecture and discussion, with one three-period laboratory appointment. *Miss Fleming*

206 (2). ELECTRONICS (3 hrs.)

Fundamentals of electron flow in vacuum and gas tubes. The vacuum tube as a circuit element; application to power supplies, amplifiers, oscillators and modulators. Introduction to non-linear electronic devices. Prerequisite, 201. Three periods of lecture and discussion, with one three-period laboratory appointment. *Mrs. Guernsey*

301 (1). OPTICS (3 hrs.)

Wave theory and its application to phenomena of interference, diffraction, double refraction, polarization, and dispersion; theory and use of optical instruments; nature of light sources. Prerequisite, Mathematics 106 or 107, and three hours of grade II in physics, or six hours of grade I in physics and in astronomy. Three periods of lecture and discussion with one three-period laboratory appointment. *Mrs. Guernsey*

303 (2). NUCLEAR PHYSICS (3 hrs.)

Static properties of atomic nuclei. Properties of charged particles, neutrons, and gamma rays; their interactions with matter. Natural and artificial radioactivity. Nuclear reactions. Prerequisite, 200 or its equivalent. *Mrs. Guernsey*

304 (1).* ELECTROMAGNETIC THEORY (3 hrs.)

Fundamental theory of electric and magnetic fields, with an introduction to the methods of vector analysis; development of Maxwell's equations and the properties of electromagnetic waves and radiation. Prerequisite, 201 and Mathematics 202. *Miss Fleming*

308 (2).* MECHANICS AND THERMODYNAMICS (3 hrs.)

Mathematical treatment of fundamental principles of mechanics and thermodynamics. Prerequisite, 101, 104, 105, or exemption from 105; Mathematics 202. *Miss Heyworth*

309 (2). EXPERIMENTAL ATOMIC PHYSICS (3 hrs.)

Fundamental experiments in atomic and nuclear physics. Prerequisite, 200, 201 or its equivalent. Six periods of laboratory. *Miss Fleming*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to juniors and seniors.

### DIRECTIONS FOR ELECTION

A major in physics should ordinarily include 201, 206, 301, 303, 304, and 308.

Mathematics 202 and a year of college chemistry are required for a major in physics. Attention is also called to courses in astronomy as appropriate for related work. A reading knowledge of German and French is desirable.

Premedical students are referred to the requirements as given on page 31.

### PLACEMENT AND EXEMPTION EXAMINATIONS

An examination for exemption from Physics 105 is offered to qualified students who present one admission unit in physics and also present an acceptable laboratory notebook when applying for the examination. Freshmen who pass this examination are eligible for Physics 200 in the freshman year. Sophomores, juniors, and seniors who pass this examination and also satisfy the mathematics requirement are eligible for Physics 201 or, by permission, 202.

Students who pass the exemption examination may count it as the equivalent of Physics 101 in the work for distribution.

## *POLITICAL SCIENCE*

*Professor:* M. MARGARET BALL, PH.D.

*Associate Professors:* OWEN SCOTT STRATTON, PH.D. (Chairman); ALONA ELIZABETH EVANS, PH.D.

*Instructors:* DANTE LEE GERMINO, PH.D.; BARBARA BUCKSTEIN GREEN, M.A.; MERTON LAWRENCE REICHLER, M.A.

100. INTRODUCTION TO POLITICAL SCIENCE (6 hrs.)

Fundamental political principles developed through a study of the governments of the United States, Great Britain, Soviet Russia, and other selected countries. Special emphasis upon the theory and functioning of democracy. Open to all undergraduates. By permission, either semester may be taken separately by seniors. *The Staff*

* Mathematics 303, if followed by Physics 304 or 308, may be counted toward a major in physics.

201 (2). PUBLIC ADMINISTRATION (3 hrs.)

Study of the administrative process; civil service recruitment; personnel problems; types and functions of executives; organization; relations of administrators with other government officials; administrative public relations. Prerequisite, 100. Not open to students who have taken or are taking 203. (Not given in 1957-58.)

202 (1). POLITICAL PARTIES AND PRESSURE POLITICS (3 hrs.)

Nature and functions of parties and pressure groups; party organization; party machines and corruption; campaign funds; the problem of party responsibility. Emphasis upon trends in the United States, with some consideration of other democracies. Prerequisite, same as for 201. *Mr. Reichler*

203. THE POLITICAL PROCESS (6 hrs.)

Study of voters, parties, pressure groups, legislators, administrators, and judges; their interaction in shaping public policy. Prerequisite, 100. Not open to students who have taken or are taking 201 or 202. *Mr. Stratton*

208. INTERNATIONAL POLITICS (6 hrs.)

A study of contemporary world politics with special attention to international security and economic, social, and cultural cooperation; the League of Nations, the United Nations, and the Organization of American States; dependent areas and trusteeship. Prerequisite, 100, or six hours in history, economics, sociology, or geography. *Miss Ball*

301 (1). INTERNATIONAL LAW (3 hrs.)

A study of the function of law in the international community; nature of international law, international entities, jurisdiction, and responsibility, law and force in the settlement of disputes; current problems in the development of the international legal system. Open to juniors and seniors who have taken 100 and a grade II course in political science, economics, history, or sociology; or 208. *Miss Evans*

303 (2). LAW AND THE ADMINISTRATION OF JUSTICE (3 hrs.)

The elements of law; development of common law principles and institutions; organization of English and American courts; civil and criminal procedure in the United States; the growth of administrative justice. Open to juniors and seniors who have taken 100 and a grade II course in political science, economics, history, or sociology. *Mr. Reichler*

304 (1). CONSTITUTIONAL LAW (3 hrs.)

The Constitution of the United States as interpreted by the Supreme Court, and the Supreme Court's role in the political process; the President's powers, interstate commerce, due process, the police power, protection of civil rights and liberties. Prerequisites, same as for 303. *Mr. Reichler*

305 (2). STATE AND LOCAL GOVERNMENT (3 hrs.)

Study of the politics and government of representative states and local units and of the relationship of state and local units to each other and to the national government. First-hand study of some state or local problem. Open to

juniors and seniors who have taken 100 and 201, 202, or 203 and, by permission, to students who have taken 100 and a grade II or III course in economics, history, or sociology. *Mr. Stratton*

306 (1). COMPARATIVE GOVERNMENT: ASIA (3 hrs.)

A study of politics and government in selected Asian states, including China, Japan, and India; treating dynamics of power, leadership, political institutions, problems in policy-making. Open to juniors and seniors who have taken 100 and a grade II course in political science or History 225. *Miss Evans*

307 (2).* COMPARATIVE GOVERNMENT: LATIN AMERICA (3 hrs.)

A study of politics and government in selected Latin American states, including Argentina, Brazil, Chile, and Mexico; treating dynamics of power, constitutionalism, crisis government, factors underlying policy formation. Open to juniors and seniors who have taken 100 and a grade II course in political science, History 214, or who are majoring in Spanish. *Miss Evans*

314 (2). ADVANCED COMPARATIVE GOVERNMENT (3 hrs.)

A study of problems of government based upon a functional analysis of selected democratic and authoritarian governments; constitutionalism, dynamics of power, political leadership, deliberative process. Prerequisite, same as for 303. *Miss Evans*

315 (2). INTERNATIONAL POLITICS AND UNITED STATES FOREIGN POLICY (3 hrs.)

Intensive study of selected current problems of international politics, with emphasis upon the nature and background of each, possible solutions, and alternative policies for the United States. Open by permission to juniors and seniors who have taken 208, or History 202 and 307. *Miss Ball*

316 (1). HISTORY OF POLITICAL THOUGHT (3 hrs.)

The course of Western political thought from the Greeks to the early English liberals. Relation of ideas to the development of political institutions such as the *polis,* the Roman Republic and Empire, the medieval Christian Commonwealth, and the modern nation state. Open to juniors and seniors who have taken 100 and a grade II course in history, philosophy, or political science; by permission to students majoring in sociology. *Mr. Germino*

318 (2). RECENT AND CONTEMPORARY POLITICAL THOUGHT (3 hrs.)

Main currents in political theory of the 19th and 20th centuries, including liberalism, the romantic reaction, socialism, communism, and fascism. Evaluation of the adequacy of the liberal conception of man and society for the present day. Open to juniors and seniors who have taken 316, or 100 and a grade II course in history, philosophy, or political science. *Mr. Germino*

322 (2). SEMINAR (3 hrs.)

Intensive study of one problem or a series of related problems. Emphasis upon use of source materials. Topic for the year to be announced. Open by permission to juniors and seniors majoring in political science or related fields who have taken 12 hours in political science. (Not offered in 1957-58.)

* Offered in alternate years.

323 (2). SEMINAR (3 hrs.)

Intensive study of one problem or a series of related problems. Emphasis upon use of source material. Topic for 1957-58: Disintegration of the political community in the West; contemporary mass society and the quest for community in recent political and social theory. Prerequisite, same as for 322.

*Mr. Germino*

324 (1). SEMINAR (3 hrs.)

Intensive study of one problem or a series of related problems. Emphasis upon use of source material. Topic for 1957-58: Bloc Voting in the United Nations: A study of the impact of regionalism on international politics as reflected in the alignment of members of regional organizations on selected issues before the United Nations. Prerequisite, same as for 322. *Miss Ball*

350 (1), (2). RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to seniors who have taken six hours of grade III in political science.

### DIRECTIONS FOR ELECTION

Political Science 100 or the equivalent is required of all majors; 203 and 208 are recommended. Students planning to major in political science should elect 100 before taking 208.

Attention is called to the possibility of emphasizing international relations or area studies in the field of concentration.

### PLACEMENT AND EXEMPTION EXAMINATIONS

A. American Government. Open to any student who considers herself qualified, either by work in preparatory school or by individual reading and study. The examination will cover approximately the material studied in the second semester of Political Science 100. Students whose preparatory school program has included a half-year course in American government, a year course in American history and government, or a year in the social studies, might be in a position to pass such an examination satisfactorily. This examination would exempt students from *three hours* of the distribution requirement in Group II.

B. An examination covering substantially the material of the first semester's work in Political Science 100 (the governments of Britain, France, and the U.S.S.R.). Open to any student who considers herself qualified, either by preparatory school work or individual reading and study. This examination would exempt students from *three hours* of the distribution requirement in Group II.

Students passing both examinations are entitled to enter 203 or 208. Students passing exemption examination A, and not intending to major in the department, may enter 202.

## *PSYCHOLOGY*

*Professors:* MICHAEL JACOB ZIGLER, PH.D.; THELMA GORFINKLE ALPER, PH.D.
*Associate Professors:* EDITH BRANDT MALLORY, PH.D. (Chairman); WILLIAM BLEECKER COATE, PH.D.
*Assistant Professors:* IRENE RITA PIERCE, PH.D.; CLAIRE ZIMMERMAN, PH.D.
*Graduate Assistants:* BARBARA LOUISE ALTIERI, B.A.; PATRICIA BURNELL PICKETT, B.A.

102. INTRODUCTION TO PSYCHOLOGY (6 hrs.)

An introduction to the objective study of behavior. Topics include: perception, motivation, learning, measurement of ability, child development, social behavior. Open to sophomores, juniors and seniors, and, by permission of the Dean of Freshmen, to freshmen. *The Staff*

201 (1). PSYCHOLOGICAL STATISTICS (3 hrs.)

Training in the use of statistical techniques as they have been especially adapted to the handling and evaluating of representative types of psychological data. Emphasis on developing an understanding of the possibilities and limitations of the use of statistics in psychology. Prerequisite, 102. *Miss Zimmerman*

207 (1), (2). CHILD PSYCHOLOGY (3 hrs.)

The behavior of normal children. A survey of the contributions of experimental and clinical studies of childhood, with special emphasis on patterns of parent-child relationships and current child-training theories. Prerequisite, 102. *Mrs. Alper*

209 (1). EXPERIMENTAL PSYCHOLOGY: LABORATORY COURSE (3 hrs.)

Typical experiments in the main fields of psychological investigation. Laboratory work supplemented by occasional lectures. Training in psychological method. Six periods a week. Prerequisite, 102. *Mr. Zigler, Mrs. Mallory*

210 (1). SOCIAL PSYCHOLOGY (3 hrs.)

A survey of the effects of social phenomena on behavior. Consideration of such problems as the forming of attitudes, prejudice, and social learning. Prerequisite, 102. *Miss Pierce*

213 (2). PHYSIOLOGICAL PSYCHOLOGY (3 hrs.)

A survey of the existing information concerning mechanisms basic to behavior. Prerequisite, 102. *Mr. Zigler*

219 (1). THE PSYCHOLOGY OF LEARNING (3 hrs.)

An examination of contemporary learning theories and of experimental work designed to elucidate them. Basic concepts and critical problem areas treated in considerable detail. Consideration of implication of the major theories for understanding and controlling complex behavior in animals and man. Laboratory work with animal and human subjects. Prerequisite, 102. *Mr. Coate*

220 (2). COMPARATIVE PSYCHOLOGY (3 hrs.)

Discussion of the contributions made and promised to psychology as a whole by studies of animal behavior, e.g., contributions to such problems as instinct, effects of early experience on adult behavior, learning, motivation, abnormal psychology, and social behavior. Laboratory work with animals. Prerequisite, 102. *Mr. Coate*

224 (1). SYSTEMS OF PSYCHOLOGY (3 hrs.)

Critical analysis of systems of psychology with special attention to their treatment of particular problems, such as measurement of concepts, extent to which the theories account for empirical data, and ability to predict. Prerequisite, 102. (Not offered in 1957-58.) *Miss Zimmerman*

301 (1). HISTORY OF EXPERIMENTAL PSYCHOLOGY (3 hrs.)

A study of psychological trends, their inception, growth, and bearing upon modern psychology. Open to juniors and seniors who have taken or are taking two grade II courses in psychology. *Mr. Zigler*

307 (1). PSYCHOLOGY OF THE DEVELOPMENT OF PERSONALITY (3 hrs.)

The determinants of normal personality development in childhood and adolescence. The contributions of the major personality theorists. Use of the case study approach. Prerequisite, 207. *Mrs. Alper*

309 (2). ABNORMAL PSYCHOLOGY (3 hrs.)

The psychology of abnormal behavior studied to throw light on the psychology of normal behavior. A study of theories offered in explanation of neurotic and psychotic behavior as well as of techniques of psychotherapy based on these theories. Open to juniors and seniors who have taken 102 and have taken, or are taking, at least six hours of work above grade I in one of the following: psychology, sociology, zoology and physiology. Also open to seniors by permission. *Miss Pierce*

310 (2). ADVANCED SOCIAL PSYCHOLOGY (3 hrs.)

Selected problems in the area of social psychology. Emphasis on research projects. Prerequisite, 210. Also open to seniors by permission.

*Miss Zimmerman*

313 (1). PSYCHOLOGICAL TESTING (3 hrs.)

Principles of psychological measurement. Individual differences in intelligence and personality. Survey of methods by which psychologists have studied these differences. Examination of selected tests. Some practice in testing. Prerequisite, 209 or 201. *Mrs. Mallory*

314 (2). PSYCHOLOGICAL TESTS AND MEASUREMENT. ADVANCED COURSE (3 hrs.)

The functions of psychological measurement in counseling and placement. Special study of tests used in clinical, vocational and educational fields. Prerequisite, 313. *Mrs. Mallory*

317 (2). SEMINAR IN CHILD PSYCHOLOGY (3 hrs.)

Consideration and application of some of the major research methods currently in use in the field of child psychology. Open by permission to seniors.

*Mrs. Alper*

323 (2). SEMINAR. PERSONALITY AS STUDIED BY PROJECTIVE TECHNIQUES AND RELATED METHODS (3 hrs.)

An introduction to current methods of studying personal drives and adjustment, with special emphasis on projective tests and related techniques. Open to senior majors, and to specially qualified non-majors. *Mrs. Mallory*

324 (2). ADVANCED EXPERIMENTAL PSYCHOLOGY (3 hrs.)

Experimental problems in a specified area of psychology. Emphasis on hypothesis formation, experimental design and methods of collecting, analyzing and interpreting data. Prerequisite, 209 and 224. (Not offered in 1957-58.)

*Miss Pierce*

326 (2). SEMINAR. APPLIED EXPERIMENTAL PSYCHOLOGY (3 hrs.)

Current problems in applied experimental psychology. Open by permission to senior majors. *Mr. Zigler*

350 (1), (2). RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to seniors.

DIRECTIONS FOR ELECTION

A major in psychology must include 102 and 209. Course 350 may not be included in a minimum major of 24 hours.

Courses supplementary to a psychology major may include courses in education, history of science, philosophy of science, mathematics, political science, sociology, physics, physiology, and zoology.

A reading knowledge of French and German is desirable for students majoring in psychology.

## *RUSSIAN*

*Associate Professor:* WACLAW JEDRZEJEWICZ (Chairman)

100. ELEMENTARY COURSE (6 hrs.)

Grammar, reading of Russian short stories, oral and written exercises, Russian poems and songs. Open to all students. *Mr. Jedrzejewicz*

200. INTERMEDIATE COURSE (6 hrs.)

Reading of selections from Chekhov, Pushkin, Lermontov, and other classic and contemporary writers. General view of Russian culture and civilization. Review of grammar, composition, oral exercises. Translation from Russian periodicals. Prerequisite, 100. *Mr. Jedrzejewicz*

201 (1). LITERATURE IN TRANSLATION: ROMANTICISM AND REALISM (3 hrs.)

Russian literature from the beginning to the middle of the 19th century with emphasis upon the works of Pushkin, Lermontov, Gogol, and Turgenev. Some comparative study of works of Polish, Czech, and Serb writers. Open to juniors and seniors without prerequisite. *Mr. Jedrzejewicz*

202 (2). LITERATURE IN TRANSLATION: MODERN PERIOD (3 hrs.)

Russian literature from the second part of the 19th century and the 20th century with emphasis upon the works of Dostoyevsky, Tolstoy, Chekhov, and Gorky. The Soviet writers. Some comparative study of the works of Polish and Czech writers. Open to juniors and seniors without prerequisite.
*Mr. Jedrzejewicz*

300 (1), (2). ADVANCED COURSE (3 or 6 hrs.)

Study of Russian classics by Chekhov, Turgenev, Tolstoy, and others, in their political and historical background. Intensive work in translation and composition. Individual study suited to the needs of the student. Open by permission to students who have taken 200. *Mr. Jedrzejewicz*

DIRECTIONS FOR ELECTION

The College does not offer a major in Russian language and literature.

Courses 201 and 202 may be elected to fulfill the literature requirement in

Group I. Students registering for 201 should read during the preceding summer Gogol's *Dead Souls* and Turgenev's *Fathers and Sons*, and for 202, Dostoyevsky's *Crime and Punishment* and Tolstoy's *War and Peace*.

## *SOCIOLOGY AND ANTHROPOLOGY*

*Associate Professors:* BARTLETT HICKS STOODLEY, PH.D. (Chairman); ALLAN WARDELL EISTER, PH.D.
*Visiting Associate Professor:* MILTON MYRON GORDON, PH.D.
*Instructors:* RICHARD HARRISON ROBBINS, M.A.; LEILA ALINE SUSSMANN, PH.D.

102 (1), (2). INTRODUCTION TO SOCIOLOGY (3 hrs.)

Analytical study of groups, institutions, and societies. Social life in relation to biological, psychological, and geographical conditions. Social stratification and social change. Open to all undergraduates. *The Staff*

103 (2). AMERICAN SOCIETY (3 hrs.)

Concrete analysis of American society employing the concepts developed in 102. Impact of technological development, population growth, racial and ethnic diversity on institutions, groups, class structure, and community organization. Normal sequel to 102. Prerequisite, 102. *The Staff*

104 (2). GENERAL ANTHROPOLOGY (3 hrs.)

An introduction to man's place in nature, his physical history, and physical varieties; the nature of culture; some major phases in the growth and spread of cultures; the relation between culture and personality. Prerequisite, 102, or by permission. *Mr. Robbins*

202 (1). THE HUMAN GROUP (3 hrs.)

Analysis of social interaction in small informal groups with emphasis upon modes of inquiry and the place of primary association in social life and personality formation. Study of informal work groups, families, play groups, cliques, and gangs. Opportunity to employ methods of small-group observation. Prerequisite, six hours in the department. *Mr. Eister*

206 (1). APPLIED ANTHROPOLOGY (3 hrs.)

The use of anthropological theory and techniques in the study of such contemporary social problems as the administration of dependent peoples and other situations involving directed cultural change. Open to sophomores, juniors, and seniors who have taken one course in the department, or Political Science 100, or Economics 101. *Mr. Robbins*

208 (2). SOCIAL WELFARE (3 hrs.)

The organization, technical development, and professionalization of social work. Its functions in the community. Field study of social agencies. Prerequisite, same as for 202. *Mr. Eister*

210 (1). RACIAL AND ETHNIC MINORITIES IN THE UNITED STATES (3 hrs.)

An analysis of the problems of racial and ethnic groups in American society. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities, with special emphasis on Negro-white relations. Field work problems. Prerequisite, same as for 202. *Mr. Robbins*

211 (1), (2). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS (3 hrs.)

For description and prerequisite, see Economics 211. Counts in the major but not as prerequisite for later election.

212 (1). SOCIOLOGY OF RELIGIOUS INSTITUTIONS (3 hrs.)

Social factors in the origin and development of religious conceptions and practices with special reference to preliterate societies. Types of religious leaders and leadership and of religious organizations. Functional relationships between religious systems and other parts of the culture and social organization of selected societies. Open to juniors and seniors who have taken six hours in the department. *Mr. Eister*

214 (1). POPULATION (3 hrs.)

Population size, distribution, composition, movements, and their social, political, and economic implications; their relations to resources, technology, and organization. Analysis of policies relating to such population problems as migration, war, birth control. Open to sophomores, juniors, and seniors who have taken six hours in the department, or Economics 101. (Not offered in 1957-58.) *Miss Sussmann*

215 (2). METHODS OF SOCIAL RESEARCH (3 hrs.)

An introductory study of the techniques and methods employed by sociologists in the collection and analysis of data and in interpreting the results of inquiry. Laboratory exercises. Open to sophomores who have taken nine hours, and juniors and seniors who have taken any course in the department, or Psychology 210. *Miss Sussmann*

222 (2). THE FAMILY (3 hrs.)

A study of the American family as a primary group and as a social institution. Impact of the family on its individual members and its relation to the community. Comparative analysis of family structures in several cultures and of the factors affecting maintenance or change. Prerequisite, six hours in the department. *Mr. Gordon*

225 (1). SOCIAL STRATIFICATION (3 hrs.)

Class and caste; status and power; patterns of vertical mobility. Class in relation to the family and occupations. Analysis of significant studies of stratification and mobility in the United States, Russia, and India. Prerequisite, six hours in the department. *Miss Sussmann*

230 (2). SOCIETY AND SELF (3 hrs.)

Social structure and processes with relation to the self studied in comparative perspective. Social factors in the life cycle. Institutionalization of goals, attitudes, and ideas. Prerequisite, six hours in the department. *Mr. Stoodley*

302 (1). SOCIAL AND CULTURAL CHANGE (3 hrs.)

Processes of change in human behavior, culture, and social structure in historical perspective. Theories of social change such as those of Condorcet, Marx, Weber, Ogburn, Toynbee. The bearing of such theories upon specific cases of technological, ideological, and structural change. Open to seniors who have taken 102 and are majoring in any department in Group II.

*Mr. Gordon*

303 (2). The Modern Community (3 hrs.)

The formation of modern cities, their growth and structural development. The urban way of life and its problems. The emerging metropolitan community. Open to juniors and seniors who have taken one grade II course in the department, or Economics 210 or 301. (Not offered in 1957-58.) *Mr. Eister*

305 (1). The Sociology of Occupations (3 hrs.)

Occupational roles in various types of societies. Occupation and social stratification. Changing social requirements and motivations for business, professional, and white-collar roles. Open to juniors and seniors who have taken 208. (Not offered in 1957-58.)

308 (2). Labor Economics (3 hrs.)

For description and prerequisite, see Economics 308.

309 (2). Complex Organizations (3 hrs.)

Rise and operation of large-scale formal organizations such as industrial establishments, labor unions, hospitals; analysis of them in terms of roles, authority, morale, etc. Open to juniors and seniors who have taken six hours in the department, or Economics 210, or Political Science 203. *Mr. Gordon*

312 (2). Public Opinion and Mass Media of Communication (3 hrs.)

An analysis of mass media of communication such as newspapers, radio, and television. Their relation to and effect upon modern American society. Emphasis on the techniques of research in this field. Research projects. Open to juniors and seniors who have taken any course of grade II in the department. *Mr. Stoodley*

319 (2). Modern Sociological Theory (3 hrs.)

Assumptions relevant to current sociological theory. Development of sociology as a field. Examination of the systematic theories of such sociologists as Marx, Durkheim, Max Weber, and Parsons. Open to seniors who have taken six hours of grade II or 316. *Mr. Eister*

323 (1). Criminology (3 hrs.)

Crime, deviant behavior and society. Social factors related to criminal, delinquent, and normal behavior. Punishment and rehabilitation. Emphasis on research projects. Open to juniors and seniors who have taken nine hours in the department or Psychology 210 or 309. *Mr. Stoodley*

350 (1), (2). Research or Independent Study (3 or 6 hrs.)

Open to juniors and seniors by permission.

## Directions for Election

Majors should consult a member of the department concerning sequences of courses in sociology and related courses in other departments. Related courses may include courses in economics, education, history, philosophy, political science and psychology.

## SPANISH

*Professor:* JORGE GUILLÉN,[1] DOCTOR EN LETRAS, CATEDRÁTICO DE UNIVERSIDAD
*Associate Professors:* JUSTINA RUIZ-DE-CONDE, LIC. EN DERECHO, PH.D. (Chairman); CONCHA BRETÓN, DOCTORA EN LETRAS
*Instructors:* IDA BLANCHE DE PUY, M.LITT.; NANCY HELENE PALMER, M.A.

All courses of the department are conducted in Spanish; oral expression is stressed.

Attention is called to the opportunities for residence in the Spanish Corridor of Wellesley College, and for study in the summer school of Middlebury College. Qualified students may also take advantage of the Junior Year in Spain. See page 30, The Junior Year Abroad.

101. ELEMENTARY COURSE (6 hrs.)

(*a*) Grammar, reading, composition, dictation, practical conversation on everyday life, short lectures in Spanish. Four class periods and five hours of preparation a week. (*b*) Subject matter the same as in (*a*). The teaching method stresses the intensive oral approach. Five class periods and four hours of preparation a week. Open to students who do not present Spanish for admission. Students electing this course should indicate choice of (*a*) or (*b*). *The Staff*

102. ASPECTS OF SPANISH AND HISPANO-AMERICAN LIFE (6 hrs.)

A thorough review of language skills and an introduction to Hispanic culture. Reading from modern Spanish and Hispano-American authors with emphasis on vocabulary building, oral and written expression. Three class periods and one group conference. Prerequisite, two admission units in Spanish, or 101. *Miss De Puy, Miss Palmer*

103 (2). SPOKEN SPANISH (1 hr.)

Intensive oral-aural practice in the common speech patterns of the Spanish language. Emphasis on pronunciation, intonation, and diction. Aim: to increase fluency. One class period a week and two hours of laboratory work. Prerequisite, 101, or the equivalent. *Miss De Puy*

104. PROSE AND POETRY OF THE NINETEENTH CENTURY (6 hrs.)

A study of the literary trends of this period and of some outstanding works. Constant practice in the written and spoken language. Prerequisite, three admission units in Spanish or, by permission, 101. *Miss Bretón, Miss Palmer*

200 (1). TECHNIQUES OF TRANSLATION AND INTERPRETATION (1 hr.)

Theory and practice of translation and interpretation. Analysis of problems, intensive work in vocabulary, language structure, and semantics. One class period a week. Prerequisite, 102 or 104. *Miss De Puy*

201 (1). ORAL AND WRITTEN COMMUNICATION (2 hrs.)

Intensive practice in conversation and writing. Aim: to increase fluency and accuracy in the use of modern idiomatic Spanish. Two class periods a week. Prerequisite, same as for 200. *Miss Bretón*

[1] Absent on leave.

202 (2).* INTRODUCTION TO HISPANO-AMERICAN CIVILIZATION (3 hrs.)

A consideration of various Hispano-American countries, their political, social and economic development, their literature and other arts, their contribution to the history of ideas. In 1957-58, special emphasis upon Mexico. Prerequisite, same as for 200. *Miss De Puy*

204. A HALF-CENTURY OF MODERN SPANISH LITERATURE (6 hrs.)

From "la Generación del '98" to the present. Special study of the works of Unamuno, Valle Inclán, Azorín, Antonio Machado, Juan Ramón Jiménez, Ortega y Gasset, García Lorca. Prerequisite, same as for 200. By permission either semester may be counted as a semester course. *Mrs. Ruiz-de-Conde*

206. MAIN CURRENTS OF SPANISH LITERATURE (6 hrs.)

The study of outstanding works and themes which express the Spanish conception of man and the world. Prose and poetry chosen from significant periods of Spanish literature. Prerequisite, 104, or by permission 102.
*Mrs. Ruiz-de-Conde*

300 (1). ADVANCED ORAL COMMUNICATION (1 hr.)

Practice in conversation, oral reports, discussion based on study of newspapers, periodicals, and other contemporary materials. Prerequisite, six hours of grade II. *Mrs. Ruiz-de-Conde*

301 (1). DRAMA OF THE SEVENTEENTH CENTURY (3 hrs.)

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Representative masterpieces of the great dramatists: Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón. Open to juniors and seniors who have taken six hours of grade II, three of which should be in literature. *Miss Bretón*

302 (2). CERVANTES (3 hrs.)

Study of Cervantes and his work, representing the culmination of the novel in Spain and the opening of a new era in the history of the European novel. Reading of *Novelas Ejemplares;* analysis and discussion of *Don Quijote*. Prerequisite, same as for 301. *Mrs. Ruiz-de-Conde*

304. SPANISH POETRY (6 hrs.)

A study of the principal movements and outstanding poets. Open to seniors who have taken at least one course of grade III. (Not offered in 1957-58.)

306 (2).* MODERN HISPANO-AMERICAN LITERATURE (3 hrs.)

Reading and discussion of representative works in modern literature; study of the main literary currents; analysis of present-day trends in prose and poetry. Prerequisite, same as for 301. History 214 is strongly recommended as background for this course. (Not offered in 1957-58.) *Miss De Puy*

309 (2).* SEMINAR. SPANISH CIVILIZATION (3 hrs.)

The development of political, social, and artistic life in Spain. Parallel readings and papers. Prerequisite, same as for 301. *Miss Bretón*

* Offered in alternate years.

350. RESEARCH OR INDEPENDENT STUDY (2 to 6 hrs.)

Open, by permission, to seniors who have taken six hours of grade III in the department.

### DIRECTIONS FOR ELECTION

To fulfill the literature requirement in Group I, students may elect courses 104, 204, 206, and grade III courses (except 309).

Course 101 counts for the degree but does not count toward a major.

Students majoring in Spanish should ordinarily include 201, 206, 301, 302, and six additional hours of grade III work, and History 214.

Related courses in art, French, geography, history, Italian, philosophy, political science, or sociology are suggested.

Students interested in Latin American studies should consult the chairman to plan a major with emphasis on this area and with appropriate related work in geography, history, or political science.

## *SPEECH*

*Assistant Professor:* VIRGINIA ROGERS MILLER, M.A. (Chairman)
*Instructor:* CARY CLASZ, M.F.A. (Technical Director of the Theatre)

*Lecturer:* PAUL ROGERS BARSTOW, M.F.A. (Director of the Theatre)

Certain limitations are placed upon the hours in this department. Not more than 12 hours of grade II work may be counted within the minimum number of hours for the B.A. degree, and three to six hours of grade I work, with no duplication permitted at the grade I level. Students may elect for credit either 101, 102, or 103 and 12 hours of grade II work.

All freshmen and transfer students are required to attend an individual conference at which a diagnostic test and an analysis of the student's speech and voice will be made. For those who would benefit by instruction, the most helpful course or courses will be suggested. For those with voice or speech difficulties, who do not wish to elect a course, individual or small group conferences will be recommended. In the conferences the cause and correction of these difficulties will be discussed and individual remedial practice assigned. If any student has a genuine disability, Speech Conference or a course will be required.

SPEECH CONFERENCE (No credit)

*Mrs. Miller, Miss Clasz*

101. FUNDAMENTALS OF SPEECH: YEAR COURSE (6 hrs.)

Analysis of individual problems in oral communication through lecture, discussion, oral participation. Attention given to voice and articulation through oral interpretation of prose, poetry and drama, and to public speaking. Especially recommended for students needing concentrated study in oral communication or interested in speech arts. Open to students who have not taken 102 or 103.

*Mrs. Miller*

102 (2). FUNDAMENTALS OF SPEECH: SEMESTER COURSE (3 hrs.)

A shorter course employing the same methods of instruction and some of the materials used in 101. Open to students who have not taken 101 or 103.

*Mrs. Miller*

103 (1). INTRODUCTION TO PUBLIC SPEAKING (3 hrs.)

A study of the forms used in speaking: description, narration, explanation, persuasion. Attention to voice and articulation through oral reading of prose and the delivery of speeches. Open to students who have not taken 101 or 102. *Mrs. Miller*

202 (2). PUBLIC SPEAKING (3 hrs.)

Emphasis on analysis and criticism of types of speeches. Practice in speech making, round table, panel discussion, debate, and open forum. Open to freshmen and sophomores who have taken 101, 102, or 103, or by permission, and to juniors and seniors without prerequisite. *Mrs. Miller*

205 (2). SHAKESPEAREAN THEATRE (3 hrs.)

Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism. Prerequisite, same as for 202, or English 215, or by permission. *Mr. Barstow*

208 (1). MODERN THEATRE (3 hrs.)

Study of innovations in theatrical form and staging developing from the "new" theatre of Ibsen and his successors; revolution and development in 20th century theory and practice as exemplified in the works of representative playwrights. Reports, and scenes performed for class criticism. Prerequisite, same as for 202, or by permission. *Mr. Barstow*

209. PRINCIPLES OF THEATRE ART (6 hrs.)

Historical and critical study of the development and practice of the theatre arts. Dramatic literature in relation to the play in performance. Historical periods and styles; staging and design; primary emphasis on acting and directing. Reports, and scenes performed for class criticism. Prerequisite, same as for 208. (Not given in 1957-58.) *Mr. Barstow*

## *ZOOLOGY AND PHYSIOLOGY*

*Professors:* HARRIET CUTLER WATERMAN,[3] PH.D.; GLADYS KATHRYN MCCOSH, PH.D.; EVA ELIZABETH JONES, PH.D.; MARY LELLAH AUSTIN, PH.D.; LOUISE PALMER WILSON, PH.D. (Chairman)

*Instructors:* ALICE LOUISE BULL, PH.D.; HILDA WEYL SOKOL,[4] PH.D.

*Graduate Assistants:* JANE ELLEN BARKER, B.A.; GINNA KAREN BRYANT, B.A.; MARY LOUISE LENNON, B.A.

*Lecturers:* MARGARET ELLIOTT HOUCK, M.S., CURATOR OF THE MUSEUM; VIRGINIA MAYO FISKE, PH.D.

*Custodian:* FRANCES KNIBBS FOLSOM

101. THE BIOLOGY OF ANIMALS (6 hrs.)

A course designed to give an intelligent understanding of animal life and of the place of man in the world of living things, of what an animal is and of evolutionary sequences as provided by study of a series of forms of increasing com-

[3] Absent on leave for the first semester.
[4] Appointed for the first semester only.

plexity from one-celled animals through vertebrates. Lectures and discussions on evidences and factors of evolution and on heredity. Open to all undergraduates, except those who have taken 102 or 103. Six periods a week, in general two of lecture and discussion, and four of laboratory.

*Miss McCosh, Miss Austin, Mrs. Wilson, Mrs. Fiske*

102. PRINCIPLES OF ZOOLOGY (6 hrs.)

A course designed for students who already have some scientific knowledge of animal life. A consideration of important biological principles and of man's place in nature based on a study of invertebrate and vertebrate animals. In the second semester, special emphasis on evolution and heredity. Recommended for students who have offered for admission a course in biology largely on animals which included careful dissection of several forms. Open by permission of the Dean of Freshmen. Six periods a week, in general two of lecture and discussion, and four of laboratory. *Miss Bull*

103. AN INTRODUCTORY COURSE IN BIOLOGY (6 hrs.)

For description and prerequisite, see Interdepartmental 103.

202 (1), (2). BASIC VERTEBRATE ANATOMY (3 hrs.)

The fundamental morphology of vertebrates, illustrated by some laboratory studies of the dogfish and a thorough dissection of the cat. Open to sophomores who have taken 101, 102, or 103 and to juniors and seniors without prerequisite. Not to be elected by premedical students. Six periods a week, in general two of lecture and discussion, and four of laboratory.

*Miss McCosh, Miss Waterman*

203. COMPARATIVE VERTEBRATE ANATOMY (6 hrs.)

The comparative morphology of vertebrates, with emphasis on evolutionary changes leading from the structures of primitive fishes to those of the human body. Thorough dissection of dogfish, necturus, and cat included in laboratory work. Prerequisite, same as for 202. Six periods a week, in general two of lecture and discussion, and four of laboratory. *Miss Waterman, Mrs. Sokol*

204 (2). INTRODUCTORY ANIMAL ECOLOGY (3 hrs.)

Animals in their natural surroundings. Their behavior, life histories, relationship to their environment and to each other. Economic and medical significance of ecological knowledge. Field studies of animal communities in nearby ponds, meadows, and woodlands. Prerequisite, same as for 202. Six periods a week, in general two of lecture and discussion, and four in the field or laboratory.

*Miss McCosh*

301 (2). ADVANCED ANIMAL ECOLOGY (3 hrs.)

Selected topics dealing with such subjects as zoogeography, factors affecting natural populations, social behavior, navigation and migration of animals, conservation of wildlife. Special consideration of social insects, amphibians, birds, and mammals. Prerequisite, 204 or by permission. Six periods a week, in general two of lecture and discussion, and four in the field or laboratory. (Not given in 1957-58.) *Miss McCosh*

303 (1). HISTOLOGY AND HISTOLOGICAL TECHNIQUE (3 hrs.)

A study of the microscopic structure of tissues and organs. Emphasis on the relation of structure and function. Some training in preparation of tissues for microscopic study. Open to juniors and seniors who have taken or are taking 202, 203, 204 or 308. Six periods a week, in general two of lecture and discussion, and four of laboratory. *Miss Jones*

304 (2). EMBRYOLOGY (3 hrs.)

The development of an individual from its origin as a fertilized egg through the formation of the principal organs and systems. Laboratory work chiefly on the chick and the pig. Open to juniors and seniors who have taken or are taking 202, 203, 204, or 308 and to sophomores who have taken 202 or 204. Six periods a week, in general two of lecture and discussion, and four of laboratory. *Miss Jones*

305 (1). SEMINAR. DEVELOPMENT OF MODERN ZOOLOGY (3 hrs.)

A study of the evolution of modern zoology from its early beginnings in representative periods of the past. Problems in several present-day fields of investigation used to illustrate certain trends in modern biological research. Open to juniors and seniors who have taken 12 hours in the department, and to others by permission. *Miss Jones*

306 (2). GENETICS (3 hrs.)

The principles of heredity, based on the cytological and genetical evidence found in animals; the application of these principles to human inheritance. Class work supplemented by a few breeding tests with Drosophila. Prerequisite, same as for 305. *Miss Austin*

308. PHYSIOLOGY (6 hrs.)

A study of general physiological processes. Simple physical and chemical studies of living matter. Observations of more complex physiological processes: nutrition, circulation, respiration, excretion, nerve-muscle response, reproduction, endocrine activities. Prerequisite, one course in the department and Chemistry 101 or 103. Six periods a week, in general two of lecture and discussion, and four of laboratory. *Mrs. Wilson, Mrs. Fiske*

310 (2). ADVANCED HISTOLOGY (3 hrs.)

Study of organs not included in 303. Individual problems and reports on histological research. Prerequisite, 303. Six periods a week, in general two of lecture or discussion and four of laboratory. *Miss Jones*

312 (2).* PHYSIOLOGY OF NUTRITION (3 hrs.)

A study of the foods necessary for the normal functioning of the body and the physiological processes by means of which they are utilized for growth, repair, and release of energy. Normal and faulty nutrition compared by feeding experiments with animals. Prerequisite, or corequisite, 308. Chemistry 301 recommended, but not required, as a prerequisite. Six periods a week, in general two of lecture and discussion, and four of laboratory. (Not offered in 1957-58.)

* Offered in alternate years.

316 (2).* PHYSIOLOGY OF THE ENDOCRINE GLANDS (3 hrs.)

The chemical control of the animal organism through the secretions of the endocrine glands. Individual problems. Prerequisite or corequisite, 308. Six periods a week, in general two of lecture and discussion, and four of laboratory.

*Mrs. Fiske*

320 (2). SEMINAR (3 hrs.)

Intensive study of one problem or a series of related problems. Critical study of experimental methods and analysis of results. Emphasis on source material. Subject for 1957-58: selected topics on the study of heredity in man and the microorganisms. Open by permission to seniors majoring in zoology.

*Miss Austin*

350. RESEARCH OR INDEPENDENT STUDY (3 or 6 hrs.)

Open by permission to juniors and seniors.

### DIRECTIONS FOR ELECTION

A knowledge of chemistry is required of all students taking work in physiology and is desirable for all students majoring in the department.

The department will admit properly qualified freshmen and sophomores to Zoology 202, 203, or 204 without examination but by special permission after consultation with the chairman of the department.

### SCHOLARSHIP

A scholarship is open to undergraduates at the Marine Biological Laboratory at Woods Hole (or at a biological field station approved by the student's major department). Students should consult the chairman of the department before February 15.

### PLACEMENT AND EXEMPTION EXAMINATIONS

The department will offer an examination for exemption from zoology as a distribution requirement to any student who offers for admission a year course, taken in either the junior or senior year and carried at a grade of B or better, and who presents an acceptable laboratory notebook when applying for the examination.

* Offered in alternate years.

# ADMISSION

## ADMISSION OF FRESHMEN

Each spring eight members of the faculty and administration meet as the Board of Admission to select the incoming freshman class. They regard as essential for admission intellectual ability, interest in learning, good character and health. From the candidates who meet these essentials they try to select a class which will have a complementing variety of individual interests and will represent many different public and independent schools throughout the United States and abroad. The Board of Admission reserves the right to determine in all cases which candidates shall be admitted.

As evidence of a candidate's ability the Board considers her secondary school record, the recommendation of her school, information about her independent reading, her extracurricular and special interests, intelligence tests which she may have taken, and her record on the required College Board Entrance Examinations. In addition, each candidate must have a brief interview. This may be held at the College or in the home or school region of the candidate. If she plans to visit the College, she should arrange for an appointment considerably in advance to be sure that time is reserved. Otherwise, she should write to the Director of Admission to find out if a representative of the College will be holding interviews in her region or she should ask the nearest Alumna Acquaintanceship Chairman for an interview. (See list on pages 127-131. This requirement will be waived on written application to the Director of Admission for candidates who live at a distance from the College and for whom an interview in the home or school region cannot be arranged.

### Secondary School Preparation

In general, candidates are expected to complete a full four-year secondary school course. A sound program of studies in preparation for entrance to Wellesley College includes four years of English grammar, composition, and literature; Latin or Greek and a modern foreign language, one of the preceding carried, if possible, through at least a third year; one or more of the following fields of history: American, Ancient, Medieval, Modern European; three years of college preparatory mathematics; one or more laboratory sciences: biology, chemistry, physics. To make up the total of 16 credits generally recommended for admission to Wellesley, electives may be offered in additional courses in the subjects listed above or in, for example, history or fundamentals of music, history or appreciation of art, or Biblical history. Admission credit is not given for courses in typewriting, although this skill is helpful to the college

student and the Board of Admission urges candidates to learn to typewrite in secondary school or during a summer vacation.

The Director of Admission will comment on the suitability of the program of any candidate who wishes to submit it in advance of formal application for admission. She welcomes correspondence with students, their parents, and school advisers on any matter concerning admission to the College and welcomes information from schools about new courses and curricular plans. Because secondary school curricula vary widely, some candidates may be unable to study some of the subjects recommended for admission. Other candidates may be ready for college work before completion of four years of secondary school. The Board of Admission is glad to consider the applications of candidates whose school work differs in extent or in program from the normal preparation for college, provided that there is evidence of continuity and sound work in the study of basic subjects.

### Application for Admission

Admission forms may be secured from the Director of Admission. A fee of fifteen dollars must accompany the formal application. This fee is not refunded if a candidate withdraws her application or is not admitted. Applications for admission must be filed not later than *February 1* of the year of entrance. Candidates will be notified in May of the action on their applications.

Although an early application is not a factor in determining admission, it is one of the factors considered in assigning dormitory rooms to freshmen.

### College Board Entrance Examinations

Candidates for admission to Wellesley must take the Scholastic Aptitude Test, both the verbal and mathematical sections, and three Achievement Tests of the College Entrance Examination Board. Among the three Achievement Tests they must take the test in English Composition and two others, to be chosen from foreign languages, social studies, science, and mathematics. They are advised to choose one test in a foreign language and one test in either social studies, mathematics, or a science. They may not offer the spatial relations test. The Scholastic Aptitude Test must be taken in *January* and the Achievement Tests in *March* of the senior year in school unless the Director of Admission approves of other timing.

All College Board tests are designed to be taken without special preparation. Candidates who wish to take the Scholastic Aptitude Test for guidance purposes at the end of the junior year are encouraged to do so. In this case the College Entrance Examination Board should be

asked to forward the results of the preliminary tests to the College. The Director of Admission can then give additional assistance to candidates who seek advice about their candidacy.

### Application for the College Entrance Examination Board Tests

Each candidate for admission is responsible for making proper application to take the College Board tests and for having the results of the tests sent to the College.

Candidates living in states from Montana to New Mexico and west should send inquiries to the College Entrance Examination Board, P.O. Box 27896, Los Angeles 27, California. Candidates from all other states and candidates applying from foreign countries should send inquiries to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey. The College Board sends a copy of its Bulletin of Information to every candidate requesting an application blank.

Applications and fees should reach the College Board offices not later than the dates specified below:

| Dates of Tests | Applications and Fees Due |
|---|---|
| January 11, 1958 | December 14, 1957 |
| February 8, 1958 | January 18, 1958 |
| March 15, 1958 | February 15, 1958 |
| May 17, 1958 | April 19, 1958 |

### Financial Aid

Candidates who will require financial assistance in order to attend Wellesley should read carefully the information on pages 116-119.

### Advanced Placement

Students who have taken advanced courses in secondary school and present good records from the school and in the Advanced Placement Tests of the College Entrance Examination Board will, in certain departments, be admitted to advanced courses in the freshman year. Such students should consult the Dean of Freshmen to discover whether it will be necessary to take placement tests given by the College during freshman week or whether they may be admitted directly to advanced courses. If a student wishes to receive credit for the degree for an advanced course taken in secondary school, she will be required to take an examination at Wellesley.

Other students, who have not participated in secondary school in the program of College Admission with Advanced Standing but are unusually well prepared for college work in certain subjects, should plan to enter advanced courses as early as possible. Examinations for advanced place-

ment, which are offered by many departments, are described following the directions for election of work in each department. A student who wishes to apply for one or more of these examinations should write to the Recorder.

Examinations for exemption from certain requirements for the degree are described on page 29.

## ADMISSION OF TRANSFER STUDENTS

If a student has maintained an excellent record in an accredited junior college, college, or university and has special interests which she wishes to follow at Wellesley, she may apply for admission to the sophomore or junior class. The number of students who can be admitted to these classes is small; only students with excellent records, who are entitled to honorable dismissal from the college which they have attended, and who are strongly recommended by their instructors and dean are encouraged to apply.

Application should be made to the Director of Admission as early as possible and in general not later than April 1 of the year in which admission is sought. The selection of students is made in May and in July of the year in which entrance is desired.

A candidate must present evidence that she has studied in school the subjects required for admission to the freshman class at Wellesley, and she must have achieved a satisfactory score on the Scholastic Aptitude Test of the College Entrance Examination Board. If she did not take the Scholastic Aptitude Test while in secondary school, she should make arrangements to do so. Information concerning this test may be obtained from the College Entrance Examination Board. (See pages 108-109.)

When requesting an application for admission, a candidate should send a statement setting forth her reasons for wanting to transfer to Wellesley, a transcript of her school and college records, and the names of her dean and two instructors who know her well. She should also arrange directly with the College Entrance Examination Board to send to the Director of Admission her scores on all College Board tests which she has taken. No application will be registered until all of this material has been received by the Director of Admission. Admission forms will be sent to those candidates who can be encouraged to file a formal application. A fee of fifteen dollars must accompany the application. This fee is not refunded if a candidate withdraws her application or is not admitted. The Board of Admission reserves the right in all cases to determine which candidates shall be admitted.

Credit for courses completed at another college is tentatively granted early in the first year of residence at Wellesley, but determination of credit, which depends upon the quality of the student's work at Wellesley, is not made until the end of the year.

## READMISSION

A student who has withdrawn from the College is not automatically readmitted. She should make application for readmission to the Secretary of the Committee on Student Records. A non-refundable fee of fifteen dollars must accompany the application.

## ADMISSION OF FOREIGN STUDENTS

Students living in foreign countries who wish to enter Wellesley College are asked to make application well before February 1 of the year in which they wish to enter college. The application should be accompanied by a letter from the student giving her reasons for wishing to study in the United States and a detailed statement of her previous educational experience or a transcript of her record. Inquiries concerning admission and scholarships should be sent to the Foreign Student Adviser.

## ADMISSION OF GRADUATE STUDENTS

Wellesley accepts a limited number of candidates for the degree of Master of Arts. A summary of requirements for the Master's degree appears on page 33. Interested students should write to the Chairman of the Committee on Graduate Instruction.

# GENERAL INFORMATION AND REGULATIONS

## REGISTRATION

Each student must register in her residence hall at the beginning of each college year. The time of registration is stated in the calendar on page 6.

## FRESHMAN ORIENTATION

Entering students come into residence two days before most upperclassmen. During this period they meet their class dean, other officers of the College, and some upperclassmen who answer their questions and help them to become acquainted with the activities and traditions of the College. They visit the library, take physical examinations and appropriate placement tests, and have opportunity to consult their deans should changes in their programs of study seem advisable. Special events of various types are scheduled for entering students during their first week at Wellesley.

## ADVISING OF STUDENTS

Class deans are the interpreters to students of the academic and other policies of the College and are ready to discuss informally with individual members of their classes any academic or personal problem which the student may have. The deans are officers of the College and members of the faculty who are relieved of some of their teaching duties. They keep in touch with the faculty, heads of house, doctors, and student leaders in order to help establish sound policies for the life of the community and to be of maximum service to individual students.

During the first two years when students are becoming acquainted with the faculty and with one another, each class has a continuing dean. The Dean of Students aided by faculty advisers serves as class dean for juniors and seniors. Students are invited to turn to the deans both for immediate help and for information about specialized services, because the deans are the persons who know best all of the resources which the College has to assist the student in her academic, personal, religious, health, and employment interests.

## ACADEMIC STANDARDS

Each student is given full responsibility for her attendance at classes and for the timely preparation of her work. In case of illness or other difficulty she should consult her dean for assistance in making special arrangements for her studies.

The student is expected to prepare all her work with integrity and to abide scrupulously by the regulations of the faculty concerning academic

work. The College attaches major importance to this. A student who finds herself in doubt as to a proper method or course of action should consult her instructor or dean immediately.

The record of any student whose work falls below the expected quality is reviewed by a committee of the faculty. The student is warned and every effort is made to assist her to improve the quality of her work. Because of the selective policies of admission, exclusion for academic weakness rarely occurs if a student has made consistent effort to meet the requirements.

## RULES OF RESIDENCE

Wellesley maintains fourteen residence halls. Students in proportionate numbers from all four classes live in the twelve large halls, each of which has its own living rooms and dining room. Approximately one hundred freshmen live in the two smallest dormitories and share a nearby dining hall. Each hall has a Resident Head, interested in the welfare of the individual student, who with the students in her house seeks to create an environment which invites study and intellectual discussion as well as relaxation and entertainment of friends. Residence in college halls is required of all unmarried undergraduate students except those who live with their parents near the College.

Ordinarily married students may not live in residence, because the College believes that women should postpone marriage until they are ready to establish their own homes. If a married student can commute from her own home, she may register as a non-resident student. In an exceptional case, and if permission to live in the College has been requested and received from the Dean of Students considerably in advance of the marriage, a married student may live in residence.

Rooms are assigned to entering students by the Director of Residence and the class dean, who seek to maintain in each hall representative regional diversity and to consider individual preferences in the order of dates of application for admission. Regulations for moving from one hall to another at the end of the first and second years may vary from time to time. When moves are made, they are determined by lot. Only juniors are promised in advance that if they wish they may continue in the same residence hall for the following year.

Respect for the residence standards and the property of the College is a requirement for continued residence. Each student receives a copy of the specific rules of residence to which she is expected to conform; these are established by College Government or, in areas of health and safety, by administrative decision. Because of high operating costs, each student is asked to care for her room and gives three to four hours a week to light housework, which is scheduled by student heads of work.

Rooms are equipped with essential furniture. Students are expected to furnish blankets and couch covers, and to furnish bed linen and towels or rent them from a supply company designated by the College. A list of permissible additions is sent to each entering student. It should be noted that the College accepts no responsibility for the safety of personal possessions of the student. She may leave her possessions at her own risk in her room or in storage areas designated by the College. Valuable items should be left at home or should be insured.

The College reserves the right to inspect any room at any time and to dispose of articles remaining unclaimed after due notice or after a student has left college, either by withdrawal or graduation.

In general, residence halls are closed during Christmas and spring vacations. One hall is kept open on a *per diem* basis for the convenience of students. A Resident Head is in charge of the vacation house.

## HEALTH PROVISIONS

The College emphasizes preventive medicine. The services of the college physicians and psychiatrists are available to students without charge. Campus employees are examined by a college physician. Food is carefully selected by the college dietitian and prepared under her direction. Cleanliness in the residence halls is maintained by the cooperative efforts of College Government and administrative officers.

When a student is admitted to the infirmary as a bed patient, a routine notice is sent to her parents. Each resident student is allowed six free days in the infirmary each year when prescribed by a college physician, provided that no special service is required. Only three of the free days may be taken at any one time; thereafter an infirmary charge of seven dollars a day is made. Charges for special services are determined in the usual way, according to the type and amount of service rendered.

To supplement the free service, the College strongly recommends purchase of a group student health and accident insurance policy for which it has made arrangements. The insurance gives protection to the student over a twelve-month period whether or not in residence at the College. Information concerning it is sent to parents in the fall.

The college physicians give each entering student a physical examination and study carefully the health information which the College requests of parents and family physicians in connection with admission. This information helps the college physicians to decide whether the student should be placed in remedial or restricted physical activity in the department of Physical Education and may be useful should a student become ill. It also makes possible cooperation with home physicians in continuing necessary treatment. For these reasons the requested information should be complete and accurate; failure to supply full information

initially may result later in exclusion from college. Many types of illness and disability are not insurmountable handicaps at Wellesley, but the College cannot supply special diets or encourage the entrance of students who find walking very difficult.

Cooperation with the college physician is a requirement of residence. A student in residence must notify a college physician before consulting a physician outside of the College or before leaving the campus for reasons of health. If she needs medical attention when away from the campus, she should inform her class dean immediately upon her return and take to the infirmary a statement signed by the attending physician.

The proximity of the College to Boston permits early consultation between college physicians and specialists whenever advisable. In case of serious illness parents are notified by telegram or telephone, but the College reserves the right to make decisions concerning operations and other health matters if parents cannot be reached at a time when decision seems imperative.

## WITHDRAWAL AND EXCLUSION

A student who plans to withdraw must inform her class dean. The Recorder will then provide a withdrawal blank for the student's parents or guardian to sign. The official date of withdrawal is the date on which the signed blank is returned to the Recorder.

The College reserves the right to require the withdrawal at any time of a student whose academic work falls below its standards or who in the opinion of the college authorities should not remain at Wellesley. In the latter case no specific reason need be assigned.

## EMPLOYMENT OPPORTUNITIES

The Placement Office assists students and alumnae who are interested in employment opportunities. It helps students to obtain summer positions and part-time work in the winter and helps seniors and alumnae to locate positions upon graduation and later in their careers.

During the academic year caring for children provides the largest number of job opportunities. Within the College three exchanges dealing with furniture, books, and food afford regular work for a number of students. Agencies for newspapers, magazines, laundry, and dry cleaning yield substantial returns to some students. Clerical work and other positions are also available, but students are cautioned against depending upon employment during the academic year for any considerable income. Summer opportunities are varied and provide more remuneration.

Students and alumnae may consult the staff and use the vocational library of the Placement Office at any time for information and suggestions concerning present work opportunities and future career possibilities.

Lectures and discussions on occupations are arranged for students, and information is made available concerning training courses, apprenticeships, and graduate assistantships. Upon payment of a small fee a senior may register permanently with the Placement Office. The Office arranges interviews for registered students with employers who come to the College and informs senior and alumnae members of various openings; it collects credentials and thereafter keeps up-to-date the papers of each interested registrant to be sent to prospective employers and others upon request.

## FINANCIAL AID

The endowment funds of the College for undegraduate scholarships amount to approximately $4,500,000. They include more than two hundred separately endowed funds, each of which bears the name of the donor or of a person whom he wished to honor, and also a large, general fund which supports many awards including the Pendleton Scholarships and the Seven College Scholarships, described below. Total annual awards usually amount to more than $315,000. Of this sum about $245,000 comes from income earned by the endowed scholarship funds of the College, appropriations from current income, and gifts made to the College by alumnae clubs and individuals. About $70,000 comes from endowed funds of the Wellesley Students' Aid Society and gifts to it from alumnae clubs and individuals. These resources make possible awards in the amount of their need to approximately twenty percent of the student body.

The Committee on Scholarships acts with power in the selection of holders of awards and in determination of the amount of each award. Financial aid is given only to students who require assistance in order to attend the College. The aid may take the form of a gift scholarship, a loan, or a work scholarship; usually it consists of a gift supplemented by a loan and/or work scholarship.

Preference among the accepted candidates for admission who require assistance is given to the students with the best admission credentials. The geographical area from which the applicant comes is also considered. For students in college, awards are reviewed annually and are renewed, provided they are needed, so long as the student maintains a good academic and civic record, except in the case of married students who are ineligible for financial aid. Ordinarily students who receive financial aid work during the summer in order to contribute to their expenses of the following year. Earnings vary with the type of employment, but in general the Committee on Scholarships estimates that a student can earn between $250 and $300 during the summer.

## Application for Financial Aid

In making awards to entering students, the Committee on Scholarships considers only those applicants who were registered candidates for admission by February 1 of their senior year in school and who completed in full and presented at the times and places noted below the following two scholarship forms.

One form is the "Wellesley College Application for Financial Aid," a copy of which will be sent to any registered applicant who, no sooner than the fall of her last year in secondary school, requests it in a letter addressed to the Secretary to the Committee on Scholarships. To receive consideration, the form must be filled out *completely* and must be returned to the Secretary by February 1 of the year of entrance.

The other form, which asks for a financial statement from parents, is issued by the College Scholarship Service of the College Entrance Examination Board. Anyone may secure a copy by writing to the College Scholarship Service, Box 176, Princeton, New Jersey, unless the parents live in or west of Montana, Wyoming, Colorado, or New Mexico, in which case they should write to Box 27986, Los Angeles 27, California. For the convenience of students who are registered for admission at Wellesley, the Secretary to the Committee on Scholarships will enclose copies of the College Scholarship Service form when a registered applicant writes to her for the Wellesley College form. The College Scholarship Service form should be filled out completely and sent before February 1, not to Wellesley, but to the College Scholarship Service at the address given above. The Service will then forward a copy for confidential use only to the college or colleges which the parents of the applicant designate.

Candidates for admission who have sufficient money for the first year but who expect to need assistance for the later years should inform the Secretary to the Committee on Scholarships by March 1 of the year of entrance. The Committee on Scholarships endeavors to allocate funds so that students to whom scholarships have been awarded may continue to have financial help as needed and merited throughout their course. The Committee must also reserve some funds for students who later may be faced with emergencies and for students who can finance the first year but know from the beginning that later assistance will be needed; hence the request for information if future need is expected. Students who indicate this fact in advance will be given consideration for financial aid in following years ahead of students who know but do not state before entrance that their resources will not carry them through the four years.

Applications from students in college should be filed with the Secretary to the Committee on Scholarships on forms obtained from her office.

Instructions concerning applications are posted shortly before the Christmas vacation.

It should be noted that the candidate does not make direct application for a Pendleton Scholarship or for any of the other named scholarships which are within the award of the College (except in the case of Seven College Scholarships). She applies for assistance in general terms. After awards are made, she will be informed in due course of the name of the scholarship which has been assigned to her and of the circumstances which led to its establishment.

## Types of Financial Aid

### gift scholarships

Most gift scholarships are supported by named funds or are awarded without special designation from the general fund for scholarships. In addition, there are Pendleton Scholarships, Seven College Scholarships, and Town Scholarships.

*Pendleton Scholarships.* Fifteen of the entering freshmen who receive scholarships may be named Pendleton Scholars. These scholarships are awarded in memory of Ellen Fitz Pendleton, President of the College from 1911 to 1936. Eight of the Pendleton Scholarships are awarded on a regional basis: New England States, one; Middle Atlantic States, one; Southern States, two; Central States, two; Western States, two. The remaining seven may be awarded to students from any part of the country. Stipends vary in terms of need. Entering freshmen do not apply specifically for Pendleton Scholarships.

*Seven College Scholarships.* Twenty-one scholarships are awarded annually by the Seven College Conference, an informal association of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley. Each college offers one scholarship in each of the following areas: Central States (Colorado, Kansas, Missouri, Nebraska); Southwest (Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas); West (California, Idaho, Oregon, Washington). As with all Wellesley scholarships, the stipends vary according to need and may amount to the full expenses for tuition and residence.

Further information and application blanks for the Seven College Scholarships may be obtained from the Director of Admission. Applications must be filed by January 30 of the year of entrance.

*Town Scholarships.* The College offers ten tuition scholarships to students who meet the standards for admission and are residents of the township of Wellesley. These tuition scholarships are renewable so long as the student remains of diploma grade standing at the College and continues to reside in Wellesley. Selection of Town Scholars is made by the Selectmen of the Town of Wellesley.

### WORK SCHOLARSHIPS

Work Scholarships are advance guarantees of paid employment during the academic year. They assure holders that they will earn $100 to $150 a year toward their fee by working three to five hours a week in the library, academic departments, campus snack bar, etc. Students are selected to hold Work Scholarships on the basis of proficiency in the work involved, personal qualities, and financial need. In general, these scholarships constitute a part of a larger award.

### LOANS AND SPECIAL AIDS

The Wellesley Students' Aid Society was established in the early days of the College by Mrs. Henry Fowle Durant, the wife of the founder, at a time when the College had no scholarship funds. Now the Society works in close cooperation with the College Committee on Scholarships to supplement college awards with gifts and loans. Its scholarship gifts are made for one year at a time to students who have applied to the Committee on Scholarships for financial aid; they are renewable on the same bases as college awards. The student who receives a gift scholarship from both the College and the Students' Aid Society has all the benefits of a single award and receives more assistance than could be given to her from either source alone.

In addition to funds for scholarship gifts, the Society has loan funds which enable students and their parents to spread the cost of the college education over a longer period than four years. On the basis of individual records and of the financial statements which the student has filed with the Secretary to the Committee on Scholarships, the Society determines who shall have loans and the size of each loan.

The Students' Aid Society also renders personal assistance to students through loans of books and other items and through gifts of clothes and small amounts of money for incidental expenses and emergencies.

# FEES AND EXPENSES

The annual, inclusive fee for tuition, board, and room is $1900. This fee represents approximately three fourths of the cost to the College for each resident student; the difference is made up from endowed funds and gifts. The times of payment for resident undergraduate students are as follows:

*Standard Plan:*

| | |
|---|---|
| July 10 (for freshmen, June 1), deposit, not refundable, to reserve a place at Wellesley for the following year. Failure to make the deposit forfeits enrollment for the year. | $ 50 |
| September, at the opening of college | $925 |
| February, at the beginning of the second semester | $925 |

*Alternative Plan:*

If this plan is used the parent or guardian accepts obligation to pay for the entire semester.

| | |
|---|---|
| July 10 (for freshmen, June 1) (See requirement under Standard Plan) | $ 50 |
| First semester: four installments, in September, November, December, January, each $232.25 | $929 |
| Second semester: four installments, in February, March, April, May, each $232.25 | $929 |

Payments should be sent to the Assistant Treasurer. Because the College necessarily makes commitments in advance for instruction and living arrangements, no reduction or rebate of the fee can be made in the case of illness, withdrawal, dismissal, or for any other reason. Fees must be paid before the student may attend classes at the start of the first or second semester, and all college charges must be met before the diploma is awarded. The College reserves the right to revise the fee at the end of any year should conditions make it necessary.

Undergraduate students who wish information concerning non-resident fees should write to the Assistant Treasurer. Graduate students should consult the bulletin on *Graduate Study at Wellesley College* for fees and fellowship opportunities.

## Special Fees and Expenses

A non-refundable application fee of $15 is required of all candidates for admission and readmission (see page 111). Infirmary fees for care in excess of the free days allowed by the College are stated on pages 114-115. Fees for instrumental and vocal lessons are stated on page 84. There are no other college fees. The student should plan, however, on an annual expenditure of $50 to $100 for books, supplies, and subscriptions, and at least $150 for incidentals and recreation.

# THE BUILDINGS AND EQUIPMENT

All of the buildings described below are located on the campus, a four hundred acre tract of rolling meadow and woodland which borders on a natural lake one mile in length. The campus contains special plantings in the Hunnewell Arboretum and the Alexandra Botanic Gardens, experimental gardens for students of botany, the Hay Outdoor Theatre, and ample facilities for a wide range of land and water sports.

## ACADEMIC AND COMMUNITY BUILDINGS

It is expected that the following listing of buildings will require revision in the next *Catalogue* to include the Jewett Arts Center. This Center, now under construction, the gift of the George Frederick Jewett family, will replace Music Hall, Billings Hall, and the Farnsworth Art Building, and will provide in one building improved facilities for the fine arts, music, and drama.

"College Hall II" is the remaining part of the original College Hall, erected in 1875. After long use as a science building, in 1956 it became the center for student organizations.

Music Hall, erected in 1880, and the adjacent Billings Hall are used by the department of Music. They contain classrooms, listening rooms, practice studios, a small auditorium, offices, libraries of music books, scores, and phonograph records, and a variety of musical instruments, including an organ, a baroque organ, a clavichord, and a harpsichord.

Simpson Infirmary was the gift of M. H. Simpson in memory of his wife, who had been a trustee of the College. It was erected in 1881 as a residence hall, later became the infirmary, and now provides living quarters for the college physicians and nurses. In 1942 a new wing containing a 29-bed hospital and a clinic was erected and connected with the old infirmary.

The Farnsworth Art Building, built in 1889, was made possible by the bequest of Isaac D. Farnsworth. It contains the art library, museum, classrooms, and studios. The museum collection includes choice examples of classical and medieval art; sculptures by Sansovino, Lehmbruck, and Maillol; a famous early Corot and other paintings by such artists as Crespi, Magnasco, Strozzi, Terborch, Cezanne, and Picasso; and, on extended loan, works by Piero di Cosimo, Rubens, Rodin, and Copley.

The Houghton Memorial Chapel was presented in 1899 by Miss Elizabeth G. Houghton and Clement S. Houghton as a memorial to their father, William S. Houghton, a trustee of the College. In it are stained glass windows commemorating the founder and several former members of the College, and a famous tablet by Daniel Chester French in memory of Alice Freeman Palmer, Wellesley's second president.

THE WHITIN OBSERVATORY was erected in 1900, the gift of Mrs. John C. Whitin, a trustee of the College. It contains laboratories, darkrooms, and the library of the department of Astronomy. Its extensive research equipment includes six-inch and twelve-inch Clark visual refractors.

BILLINGS HALL, used by the department of Music (see Music Hall, above), was erected in 1904 as a gift from the estate of Robert Charles Billings.

MARY HEMENWAY HALL, the gymnasium, was erected in 1909 when the Boston Normal School of Gymnastics affiliated with the College and Mrs. Mary Hemenway of Boston provided the funds for this building. It contains an indoor gymnasium, offices, and lecture rooms.

The LIBRARY BUILDING, erected in 1910 and enlarged in 1916, was the gift of Andrew Carnegie. A new wing constructed in 1957, which doubles its size, and a complete remodeling of the original building, to be finished early in 1958, are the gifts of alumnae and friends. A major contribution was made by David M. Mahood and Mrs. Helen M. Petit as a memorial to Helen Ritchie Petit of the Class of 1928. The Library Building contains approximately 230,000 volumes which include a number of special collections, among them the English Poetry Collection created by George Herbert Palmer and added to by Katharine Lee Bates, Elizabeth Manwaring, and Sara Teasdale, the Browning Collection, the Plimpton Collection of Italian books and manuscripts, and the Elbert Collection on the Negro in slavery. Two other collections, the Laura Hibbard Loomis Collection of Medieval Literature and the collection on the Far East given by the Mayling Soong Foundation, while not housed separately, enrich the resources of the library. The Rare Book Collection contains manuscripts and a small collection of rare books and first editions which range in time from a copy of the Ratdolt Euclid printed in 1482 to the books issued by the contemporary Grabhorn Press. Another 75,000 volumes are located in the Art, Music, and Science departmental libraries.

THE ANNE L. PAGE MEMORIAL SCHOOL, for boys and girls of three, four, and five years of age, occupies two small buildings, the first of which was erected in 1913. It is equipped with one-way screens enabling students to observe the children effectively without themselves being seen.

FOUNDERS HALL, a classroom building for the humanities, social sciences, and mathematics, was erected in 1919. Dedicated as a memorial to Mr. and Mrs. Henry Fowle Durant, it was built from the Restoration Fund which trustees, faculty, alumnae and friends of the College secured after the College Hall fire.

ALUMNAE HALL, the gift of the alumnae, was built in 1923. It houses the largest auditorium on the campus, a ballroom, and "The Well," the campus snack bar.

SAGE HALL is named in honor of Mrs. Russell Sage, its principal donor.

The unit for botany and bacteriology was erected in 1927 and that for zoology and physiology in 1931. In 1956 the building was remodeled and enlarged to provide facilities also for geography and geology. It contains the laboratories, lecture rooms, and offices of the four departments, a library, and a teaching museum and display areas for the departments of Botany and Bacteriology, Geology, and Zoology and Physiology. Equipment for the research of students and faculty includes greenhouses with a range of climates from tropic to desert, a vivarium, an aquarium, and extensive map collections.

HETTY H. R. GREEN HALL, erected in 1931, was in large part the gift of Mrs. Green's son and daughter, Colonel Edward H. R. Green and Mrs. Matthew A. Wilks. It contains the administrative offices of the College, class and seminar rooms, and the faculty assembly hall. The Galen L. Stone Tower, named for its donor, who was long a trustee of the College, houses a carillon which was the gift of Mrs. Charlotte Nichols Greene.

PENDLETON HALL, erected in 1935, was named at the request of the students in honor of Ellen Fitz Pendleton, president of the College from 1911 to 1936. It contains the laboratories, lecture rooms, libraries, and offices of the departments of Chemistry, Physics, and Psychology. Extensive facilities and equipment provide opportunity for advanced work in various fields of chemistry, including chemical spectroscopy and instrumental analysis; in optics, electronics, and atomic physics; and in various types of experimental psychology.

THE RECREATION BUILDING was opened in 1939. It contains game rooms, badminton and squash courts, lounges, and the George Howe Davenport Swimming Pool which bears the name of the trustee who gave generously toward its construction.

## RESIDENCE HALLS

The fourteen residence halls for undergraduate students compose three groups on the campus. Each group is approximately the same distance from the central academic buildings. In the northwest section are Munger Hall and Hazard Quadrangle, which is formed by four halls, Beebe, Cazenove, Pomeroy, and Shafer. Tower Court, Claflin, and Severance Halls are together on the hill overlooking Lake Waban where the original College Hall once stood. The third group stretches east from Stone and Davis on the lake shore to Bates and Freeman, the newest halls, and to Navy and Homestead, which are all-freshman houses.

MUNGER HALL, which houses about 125 students, was given by Miss Jessie D. Munger, of the Class of 1886, in honor of her mother, Gertrude C. Munger. Each of the halls in the HAZARD QUADRANGLE, which is named in honor of Wellesley's fifth president, accommodates about 120 students. BEEBE was made possible by a legacy from Captain John Allen Beebe, a

Nantucket sea captain and the father of Alice B. Beebe, of the Class of 1896. CAZENOVE, the gift of Pauline Durant, who with her husband founded the College, bears the name of Mrs. Durant's mother; POMEROY, too, is named for its donor, Mrs. Martha D. Pomeroy, who bequeathed the funds to build it. SHAFER honors the memory of Wellesley's third president.

TOWER COURT, so named because of its tower in the central part separating the two wings and because of its courtyard overlooking the lake, houses approximately 245 students. It was the gift of Ellen Stebbins James. CLAFLIN accommodates about 120 and SEVERANCE 145 students. CLAFLIN is named in memory of William Claflin, governor of Massachusetts and a member of the original corporate body of the College in 1870, while SEVERANCE bears the name of Elizabeth Severance Prentiss, of the Class of 1887, who was the largest individual donor to the building.

STONE and DAVIS HALLS house about 90 students each. The present Stone Hall was built on the site of old Stone Hall, which was made possible by a bequest from Mrs. Valeria G. Stone. John D. Rockefeller, Jr., made generous contributions toward the present Stone and Davis Halls. Olive Davis, for whom Davis Hall is named, was a member of the Class of 1886 and for many years Director of Residence at Wellesley; upon her death she made Wellesley her residuary legatee. BATES HALL is named in memory of Katharine Lee Bates, of the Class of 1880, for many years a professor of English literature at Wellesley, and FREEMAN HALL in memory of Alice Freeman Palmer, Wellesley's second president. Each of these dormitories houses 137 students. Connected with them is the Hart Dining Room, which commemorates Sophie Chantal Hart, long a professor of English composition and by bequest a generous donor to the College. Approximately 110 freshmen live in NAVY and HOMESTEAD and share the Hart Dining Room. Homestead was the original home at Wellesley of Mr. and Mrs. Durant; Navy derives its name from the fact that it was moved to the campus from a Naval Air Station where it had been quarters for women officers during World War II.

# SUMMARY OF STUDENTS

| | *Resident* | *Non-resident* | *Class Totals* | *Totals* |
|---|---|---|---|---|
| Candidates for the B.A. degree | 1,688 | 46 | | 1,734 |
| Seniors | 353 | 31 | 384 | |
| Juniors | 375 | 9 | 384 | |
| Sophomores | 454 | 3 | 457 | |
| Freshmen | 506 | 3 | 509 | |
| Candidates for the M.A. degree | 7 | 5 | | 12 |
| Non-candidates for degrees | 4 | 8 | | 12 |
| Total registration October, 1957 | | | | 1,758 |

*Geographical Distribution of Students by Home Address*

| | | | |
|---|---|---|---|
| Alabama | 7 | Utah | 4 |
| Arizona | 6 | Vermont | 10 |
| Arkansas | 4 | Virginia | 25 |
| California | 51 | Washington | 12 |
| Colorado | 11 | West Virginia | 2 |
| Connecticut | 109 | Wisconsin | 19 |
| Delaware | 16 | Wyoming | 2 |
| District of Columbia | 34 | | |
| Florida | 16 | Hawaii | 6 |
| Georgia | 9 | Puerto Rico | 1 |
| Idaho | 2 | | |
| Illinois | 73 | Argentina | 2 |
| Indiana | 21 | Bahamas | 1 |
| Iowa | 13 | Bermuda | 1 |
| Kansas | 13 | Brazil | 1 |
| Kentucky | 19 | Canada | 6 |
| Louisiana | 11 | Chile | 1 |
| Maine | 22 | Cuba | 2 |
| Maryland | 39 | England | 5 |
| Massachusetts | 252 | France | 2 |
| Michigan | 26 | Germany | 1 |
| Minnesota | 35 | Greece | 3 |
| Mississippi | 1 | Hong Kong | 4 |
| Missouri | 39 | India | 1 |
| Montana | 1 | Iran | 1 |
| Nebraska | 7 | Iraq | 1 |
| Nevada | 1 | Italy | 2 |
| New Hampshire | 19 | Jamaica | 1 |
| New Jersey | 158 | Japan | 2 |
| New Mexico | 1 | Jordan | 1 |
| New York | 292 | Korea | 3 |
| North Carolina | 13 | Mexico | 3 |
| North Dakota | 3 | Norway | 2 |
| Ohio | 82 | Peru | 1 |
| Oklahoma | 13 | Philippines | 1 |
| Oregon | 8 | Sweden | 1 |
| Pennsylvania | 126 | Taiwan | 1 |
| Rhode Island | 15 | Thailand | 3 |
| South Carolina | 1 | Turkey | 2 |
| South Dakota | 1 | Venezuela | 4 |
| Tennessee | 12 | | |
| Texas | 36 | *Total Students* | 1,758 |

# ALUMNAE INTERESTS

## WELLESLEY COLLEGE ALUMNAE ASSOCIATION
## BOARD OF DIRECTORS

Mrs. John G. Byler, *President*
17 Mohegan Road, Larchmont, New York

Mrs. Raymond G. Hengst, *First Vice-President*
3008 Brighton Road, Shaker Heights, Ohio

Mrs. Donald Anderson, *Second Vice-President*
12 Tuxedo Road, Glen Ridge, New Jersey

Mrs. Everett W. Czerny, *Secretary*
721 Crest Drive, Tucson, Arizona

Mrs. Thomas T. Irving, *Treasurer*
205 North Eola Drive, Orlando, Florida

Mrs. Robert M. Henkels, *Chairman, Campus*
19 Cushing Road, Wellesley Hills 81, Massachusetts

Miss Margaret P. Fisk, *Chairman, Class Officers*
1815 Keys Crescent, East Walnut Hills, Cincinnati, Ohio

Mrs. Paul Hoffman, *Chairman, Class Representatives*
1733 Kalmia Road, N.W., Washington 12, D.C.

Mrs. Robert C. Foster, *Chairman, Clubs*
251 Mill Street, Newtonville 60, Massachusetts

Mrs. Cedric J. Walker, *Chairman, Publications*
167 Benvenue Street, Wellesley 81, Massachusetts

Mrs. Charles D. Post, Jr., *Senior Alumnae Trustee*
15 Clark Road, Wellesley Hills 82, Massachusetts

Mrs. Paul L. Mansfield, *Alumnae Executive Secretary*
Wellesley College

Miss Mary C. Lyons, *Editor, Wellesley Alumnae Magazine*
Wellesley College

## NATIONAL COMMITTEE OF THE DEVELOPMENT FUND

Mrs. Francis H. Evans, *Chairman*
570 Westover Drive, N.W., Atlanta, Georgia

Mrs. Paul Hoffman, *Chairman of Class Representatives*
1733 Kalmia Road, N.W., Washington 12, D.C.

Mrs. Morse Johnson, *Chairman of Geographical Representatives*
9 Far Hills Drive, Cincinnati 8, Ohio

Mrs. Arthur J. Cohen, *Member-at-Large*
885 Park Avenue, New York 21, New York

Mrs. E. Norman Staub, *Secretary*
463 Washington Avenue, Glencoe, Illinois

Mrs. Francis J. Wright, *Trustee Member*
317 Stanbery Avenue, Columbus 9, Ohio

*and from the College ex officiis* the President, the Vice President, the Assistant to the President, the Director of the Development Fund, and the Director of Publicity.

## ACQUAINTANCESHIP CHAIRMEN OF WELLESLEY CLUBS AND ALUMNAE REPRESENTATIVES

### Arizona

*Phoenix,* Mrs. James B. Hoaglund, 1923 W. Osborn Road
*Tucson,* Mrs. Robert E. Heineman, 20 Calle Conquista

### Arkansas

*Little Rock,* Mrs. Arthur E. McLean, 22 Edgehill Road

### California

*Central,* Mrs. Paul Sack, 3820 Washington St., San Francisco
*Foothill,* Mrs. George Piness, Jr., 645 W. 9th Street, Claremont
*Monterey Bay,* Mrs. John H. Gratiot, 950 Cass Street, Monterey
*San Diego,* Mrs. Lock Crane, 3330 Poe Street
*Santa Barbara,* Mrs. John J. Rogers, 2860 East Valley Road
*Southern,* Mrs. William G. Cooper, 324 25th St., Manhattan Beach

### Canada

*Montreal,* Mrs. Christopher A. E. Heppner, 135 Clandeboye Ave., Westmount. P.Q.
*Toronto,* Mrs. Richard V. LeSueur, 95 Owen Blvd., Willowdale

### Colorado

*Boulder,* Mrs. Charles E. Smith, 1205 Mariposa Street
*Colorado Springs,* Mrs. James H. Donald, 21 Sumner Road
*Denver,* Mrs. Robert B. Paddock, 1261 Racine St.,

### Connecticut

*Fairfield Villages,* Mrs. Lawrence Day, Hickory Lane, Fairfield
*Hartford,* Mrs. Joseph B. Hollinshead, 103 Sunset Farm Rd., West Hartford 7
*New Haven,* Miss Joan Montgomery, 70 Howe Street
*Quinebaug Valley,* Mrs. David Pitt, Woodstock

*Southeastern,* Mrs. Robert C. Eddy, 23 Ocean View Avenue, Mystic
*Southern,* Mrs. Sidney Sweet, 58 Weed Street, New Canaan
*Waterbury,* Mrs. Stanley Levin, 119 Peach Orchard Road

DELAWARE

Mrs. Jonathan W. Williams, 100 Lore Ave., Hillcrest, Wilmington

DISTRICT OF COLUMBIA

Mrs. Edward B. Dawson, 3322 Newark Street, N.W., Washington, D.C.

ENGLAND

Mrs. George S. Warburg, 8 Ennismore Gardens, London S.W. 7

FLORIDA

*Jacksonville,* Mrs. James M. Davis, 4332 Longfellow Street
*Miami,* Mrs. Selden L. Stewart, II, 424 Almeria Avenue, Coral Gables
*Orlando-Winter Park,* Mrs. Thomas T. Irving, 205 North Eola Drive, Orlando
*St. Petersburg,* Mrs. William C. Scott, 1190 Eighth Street North

FRANCE

*Paris,* Miss Alice R. Bennett, American Educational Centre, Reid Hall, 4 Rue de Chevreuse

GEORGIA

*Atlanta,* Mrs. Herbert Elsas, 3510 Paces Ferry Road, N.W.

GERMANY

Dr. Hannalene K. Eberhard, Gotenstrasse III, Bad Godesberg/Rhein, British Zone

HAWAII

Mrs. Edward H. Joesting, Jr., 1122 Kealaolu Ave., Honolulu

ILLINOIS

*Central,* Mrs. Robert Saner, Virginia Lane, Springfield
*Champaign-Urbana,* Mrs. J. Edward Hulett, Jr., 105 West Pennsylvania Avenue, Urbana
*Chicago,* Mrs. John W. Pocock, 1029 Green Bay Road, Winnetka
*Glencoe,* Mrs. E. Norman Staub, 463 Washington Avenue
*Peoria,* Mrs. Thomas W. Head, 1515 Fondulac Drive
*Rockford,* Mrs. L. Baird Rogers, 1738 Cumberland Street

INDIANA

*Bloomington,* Mrs. Henry Veatch, Jr., 606 South Park Avenue
*Evansville,* Mrs. Jack Stone, 201 Fernwood Drive
*Ft. Wayne,* Mrs. Alan C. Lord, 2236 Wawonaissa Trail
*Indianapolis,* Mrs. Philip C. Allen, 6181 North Sherman Drive
*Muncie,* Mrs. Martin D. Schwartz, 2900 Devon Road
*South Bend,* Mrs. Clifford E. Hoenk, 1102 N. St. Joseph St.
*Terre Haute,* Mrs. C. E. Ehrenhardt, 210 Woodridge Drive
*West Lafayette,* Mrs. Robert P. Siskind, 321 Forest Hill Drive

IOWA

*Ames,* Mrs. Martin J. Ulmer, 2019 Friley Road
*Davenport,* Miss Marjorie Griggs, 203 Hillcrest Avenue
*Des Moines,* Mrs. Hansel T. Wood, 5717 Waterbury Circle

JAPAN

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## FORMS OF BEQUEST

I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of ..... dollars.

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I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of ..... dollars. The principal of this bequest shall be held and may be mingled with other endowment funds of the College for investment purposes. The net income shall be used for [here describe the intended purpose, as, for example, faculty salaries in . . . . ., using general language so that by inadvertence in the choice of words the college will not be prevented from applying the income to the intended purpose in the most efficient way]. If, due to changed circumstances in the future, the Trustees of the College shall determine that all or part of the income cannot be used to the best advantage for the above purpose, then all or any balance of the income not so expended may be used for any educational purpose of the College approved by the said Trustees.

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If the bequest is residuary, it should read:

"All the rest, residue and remainder of my real and personal estate, I devise and bequeath to Wellesley College, a Massachusetts corporation," etc.